DOCUMENT RESUME

ED 327 447 SO 030 334

TITLE	Social Studies 16: Teacher Resource Manual. Interim 1990.
INSTITUTION	Alberta Dept. of Education, Edmonton.
REPORT NO	ISBN-0-7732-0213-7
PUB DATE	90
NOTE	209p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Educational Resources; Foreign Countries; Instructional Materials; Secondary Education; Skill Development; *Social Studies; *Student Educational Objectives; Teaching Guides
IDENTIFIERS	*Alberta

ABSTRACT

Designed to assist classroom teachers in Alberta (Canada) in implementing the Integrated Occupational Social Studies 16 Program (secondary level), this manual contains information about the goals and objectives of the curriculum; thematic contexts for the delivery of prescribed knowledge, skills and attitudes; suggestions for planning and implementing the program (including instructional strategies, sequenced activities, correlations of learning resources with activities, and resource suggestions); activities and background information designed to develop further facility in using process, communication, and participation skills and inquiry strategies; suggestions for integrating social studies instruction with essential life skills and other subject areas; and suggestions for using community resources throughout the social studies program. The themes for this three-credit course are: (1) "Being a Citizen"; (2) "You and the Law"; and (3) "Careers--Your Employability." (DB)

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INTEGRATED OCCUPATIONAL PROGRAM

Teacher Resource Manual

ED 030 334

SOCIAL STUDIES 16

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Alberta EDUCATION

Social Studies 16

Teacher Resource Manual

INTERIM 1990

NOTE: This publication is a support document. The advice and direction offered is suggested only. Consult the *Program of Studies/Curriculum Guide* to identify the prescriptive contents of the Social Studies 16 program.

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education.
Social studies 16 : teacher resource manual: interim – 1990.

ISBN 0-7732-0213-7

1. Social sciences -- Study and teaching (Secondary) -- Alberta. I. Title. II. Integrated Occupational Program.

H69.A333t 1990 300.7

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ACKNOWLEDGEMENTS

This *Social Studies 16 Teacher Resource Manual* has been developed through the cooperative efforts of many individuals. Each person's contribution is sincerely appreciated. The program has also benefited from the validation of a number of educators across the province. Their comments provided valuable assistance and direction.

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TABLE OF CONTENTS: SOCIAL STUDIES 16

Page

INTRODUCTION

Overview 1
Time Allocation 1
Organization of the Teacher Resource Manual 3
Use of the Teacher Resource Manual 3
Learning Resources for Social Studies 16 4
Regional Resource Libraries 5
Other Learning Resources 6

CLASSROOM ENVIRONMENTS: EMOTIONAL AND PHYSICAL SAFETY 9

EVALUATION 11

SCOPE AND SEQUENCE: SOCIAL STUDIES 16 14

SOCIAL STUDIES 16-26 SKILL DEVELOPMENT CHART 20

THEMES

Theme A: Being a Citizen 29
Theme B: You and the Law 51
Theme C: Careers – Your Employability 79

GENERIC SKILLS

PROCESS

Social Studies Skills: Process Skills 1
Previewing a Resource 2
Resource Survey 4
Models for Listening 5
Listening Chart 8
Listening Response Sheet 9
Reading Rates 10
Propaganda Techniques 11
SCORER: Test-Taking Strategy 13
Time Management 15
Questioning Strategies 17
Note-Taking Strategies 20
Organizing for Writing and Speaking 21
Vocabulary for Organizing, Speaking and Writing 23
Current Affairs 24
Mapping Activities 27
Generalizations in Social Studies 29
Student Evaluation Record 31

COMMUNICATION

Social Studies Skills: Communication Skills 1
A Sequence of Speeches 2
Speech Evaluation Guide 4
The Writing Process 5

Writing a Report 7
Journal Writing 8
RAFTS 9
A Biographical Report 10
An Opinion Report 13
I-Search Report 15
Computers and the Writing Process 17
A Checklist for Assessing Writing 18
Peer Feedback 19
Peer Response Sheet 21
Viewing Response Sheet 22

PARTICIPATION

Social Studies Skills: Participation Skills 1
Cooperative Learning 2
Instruction In and About Small Group Discussions 4
Non-Verbal Cues 6
Discussion Gambits 8
Self-Evaluation in Group Discussions 10
Listening Survey 11
Verbal Non-Listening 12
Forming Questioning Chains 13
Sociograms 14
Dealing with Anger 16
"I Feel" Statements 17
Interpersonal Development 18

INQUIRY

Inquiry and Social Studies Skills 1
Linking Social Studies and Thinking 2
Thinking Strategies 3
Teaching a Thinking Strategy 4
de Bono's Tools for Teaching Thinking: CoRT 5
Critical/Creative Thinking Strategies 7
Semantic Webs and Maps 12
Inquiry Models 15
Sample: A Model for Making Decisions 16
A Problem-Solving/Decision-Making Framework for I.O.P. 18
External Versus Internal Locus of Control 21
Logical/Natural Consequences Versus Punishment 26

APPENDIX

INTRODUCTION

OVERVIEW

This *Teacher Resource Manual* has been developed to assist classroom teachers to implement the Integrated Occupational Social Studies 16 program. It contains:

- additional information about the goals and objectives of the curriculum
- thematic contexts for the delivery of prescribed knowledge, skills and attitudes
- suggestions for planning and implementing the program, including:
  - instructional strategies
  - sequenced activities
  - correlations of learning resources with activities
  - resource suggestions
- activities and background information designed to develop further facility in using process, communication and participation skills and inquiry strategies
- suggestions for integrating social studies instruction with essential life skills and other subject areas
- suggestions for using community resources throughout the social studies program.

Teachers are encouraged to use this manual as a practical planning and instructional tool to support the *Program of Studies/Curriculum Guide*. The activities and teaching strategies outlined in this document are not all-inclusive; rather, they are presented to provide ideas and guidelines to promote development of the learning objectives. The suggestions may be used as presented, modified, or supplemented with locally developed materials. **Teachers are encouraged to determine the abilities and needs of students and plan for instruction accordingly.**

The Table of Contents outlines the materials available within the tabbed sections. A binder format was chosen to enable teachers to add instructional strategies, samples of student work and ideas for activities throughout the year. During cooperative planning sessions, pages or sections may be easily removed and shared with other Integrated Occupational Program teachers.

TIME ALLOCATION

Social Studies 16 is a three-credit course. Time is to be allocated to reflect the needs of individual students. Required knowledge, skills and attitudes are designated 80% of the instructional time. The remaining 20% represents the elective component to be used for remediation or reinforcement, or to enrich and extend the program by providing opportunities to introduce new topics (e.g., locally developed themes) or expand topics in keeping with student interest.

Recommended time allocation for the themes is illustrated in the following chart. These recommendations are intended to ensure that the prescribed knowledge, skills and attitudes outlined in the *Program of Studies/Curriculum Guide* are adequately addressed. Teachers are encouraged to integrate current affairs within the themes and to adjust time according to local circumstances.

THEMES AND RELATED CURRENT AFFAIRS	ELECTIVE COMPONENT	RECOMMENDED TIME ALLOCATION
Theme A: Being a Citizen	REINFORCEMENT/ENRICHMENT	1/3
Theme B: You and the Law		1/3
Theme C: Careers – Your Employability		1/3

The themes are also presented in the *Program of Studies/Curriculum Guide* (pp. 33 to 62). Teachers are encouraged to organize for instruction using this *Teacher Resource Manual*, the *Program of Studies/Curriculum Guide*, the basic student resource, and a variety of print and non-print school and community resources.

Learning resources specific to each thematic unit are listed on the initial pages of each section. Teachers are encouraged to peruse the lists and allow sufficient time to request and receive materials.

ORGANIZATION OF THE TEACHER RESOURCE MANUAL

This manual has been organized to provide ready access to the theme and skill dimensions of the Integrated Occupational Social Studies 16 Program.

THEMES

The top three tabs on the right indicate the THEMES. Using the thematic approach facilitates the integration of the knowledge, skill and attitude dimensions of social studies within relevant contexts.

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching the topic. However, a thematic focus based on a topic, issue or concern provides the applications and tasks in which knowledge, skills and attitudes are combined into meaningful activities. Flexibility in selecting and designing an instructional organization for the topic is intended to accommodate the needs of students, maximize the use of available resources and allow for coordination of instructional planning. The thematic approach emphasizes the fact that knowledge, skill and attitude objectives are to be addressed simultaneously. The themes in Social Studies 16 are: Being a Citizen, You and the Law, and Careers – Your Employability.

Specific resources relevant to the knowledge, skills and attitudes addressed within each theme are referenced.

SKILLS

The remaining four tabs along the right-hand side of this manual provide learning strategies, background information and student activities to assist teachers when developing students' social studies SKILLS. The skills section is referenced throughout the thematic units to enhance the suggested activities and strategies. **Knowledge, skills and attitudes are interrelated and are to be addressed simultaneously**. On occasion, teachers may find it necessary to interrupt the process of theme teaching and focus on direct skill instruction. The skills section of this manual provides assistance to accommodate the need for discrete skills instruction.

USE OF THE TEACHER RESOURCE MANUAL

This *Teacher Resource Manual* is comprised of two parts: THEMES and SKILLS. Concurrent use of the two sections will ensure that all of the prescribed social studies knowledge, skills and attitudes are addressed during the school term.

The THEMES are the initial starting points for teaching, and the suggested activities within these themes will direct teachers to the SKILLS section. Teachers are encouraged to select and use the referenced items from the skills section in keeping with the abilities, needs and interests of students.

THEMES
- Theme A: Being a Citizen
- Theme B: You and the Law
- Theme C: Careers – Your Employability

SKILLS
- Process
- Communication
- Participation
- Inquiry Strategies

LEARNING RESOURCES FOR SOCIAL STUDIES 16

BASIC STUDENT RESOURCE

The resource listed below has been ide[illegible] meeting the majority of the goals and objectives of the Social Studies 16 curriculum.

Regehr, Henry, Norman Sheffe, and Robert Thompson. *Canadians in the Twentieth Century*. Toronto, Ontario: McGraw-Hill Ryerson Ltd., 1987.

Teachers are encouraged to review resources used in other high school social studies programs. Sections of these resources may be suitable for Social Studies 16, based upon their curricular reference and the appropriateness of their readability levels. The use of the following resources may assist those jurisdictions where Social Studies 16 classes are combined with regular classes:

Bain, Colin, M., and Vida R. Bain. *Multiculturalism: Canada's People*. Canadiana Scrapbook Series, Prentice-Hall Canada Inc., 1987.

Bartlett, Gillian, and Janice Galivan. *Canada: History in the Making*. Toronto, Ontario: John Wiley and Sons, 1987.

Bondy, Robert, J. *Canada: Windows on the World*. Canadiana Scrapbook Series, Prentice-Hall Canada Inc., 1983.

Teacher and student resources used in Social Studies 13 may assist teachers when preparing for program delivery. Resources available for Distance Education, Alberta Education, may also be useful and suitable for the I.O.P. classroom. Teachers are encouraged to peruse and select print and non-print materials from *Native Library Resources for Elementary, Junior and Senior High Schools, Third Edition*, Alberta Education, in keeping with local circumstances.

TECHNOLOGY AND MEDIA

Technology plays an important role in social studies classrooms. Computers, calculators, videotape equipment, cassette recorders and other hardware may be used to meet students' needs. The computer provides opportunities to teach concepts in history, economics, geography and political science through the use of computer games. Computer programs can be used for drill in specific skills or to provide individualized instruction. Word processing programs will be useful to students when writing, editing and reporting information. Instructional television programs can extend students' knowledge of other countries, historical fiction and world issues. Traditional media such as films, filmstrips, and tapes or records may create actual events and assist students whose learning styles are not textbook oriented.

The integration of technology and media in the social studies program will assist in meeting the educational needs of all students. Students must understand the concepts, the potential impact and the uses of technologies, such as electronic communications and computer networking.

Students must be assisted to become critical viewers/readers/listeners of television, magazines, newspapers, films, rock videos and other print/electronic media. The classroom should provide opportunities for students to analyze media and the impact of media on their own lives and on society. Educators need to teach students the critical viewing, listening and reading skills, and related attitudes that will enable them to become selective and discriminating in their habits.

COMPUTER COURSEWARE

Consult the librarian for information regarding software within the school, to locate appropriate catalogues and schedule time to preview new social studies programs as they become available. Teachers are encouraged to preview and select for classroom use word processing and other software in keeping with the abilities, needs and interests of students.

A practical resource to assist teachers to gain insight about the implementation of word processing programs in classrooms is:

The Writing Process Using the Word Processor, Instructor's Manual. Alberta Education, Curriculum Branch, December, 1988.

ACCESS NETWORK

ACCESS offers a variety of resources and services to teachers. For nominal dubbing and videotape fees, teachers may have ACCESS audio and video library tapes copied. ACCESS also offers a service called "Night Owl Dubbing" which allows educators to videotape late night educational programs directly from their own television sets.

ACCESS publishes both an *Audio-Visual Catalogue* and a comprehensive schedule of programming, which are available on request. For additional information, contact ACCESS NETWORK, Media Resource Centre, 295 Midpark Way S.E., Calgary, Alberta, T2X 2A8 (from outside of Calgary, telephone toll free, 1-800-352-8293; in Calgary, telephone 256-1100).

REGIONAL RESOURCE LIBRARIES

Films and videos are available for loan through the five resource libraries listed below. In some instances, computer software is also loaned. Catalogues of holdings are available upon request.

Zone I	Zone One Regional Film Centre P.O. Box 6536/10020 - 101 Street Peace River, Alberta T8S 1S3 Telephone: 624-3178
Zones II and III	Central Alberta Media Service (CAMS) c/o Sherwood Park Catholic School District 2017 Brentwood Boulevard Sherwood Park, Alberta T8A 0X2 Telephone: 464-5540/467-8896
Zone IV	Alberta Central Regional Education Services (ACRES) County of Lacombe Box 3220/5140 - 49 Street Lacombe, Alberta T0C 1S0 Telephone: 782-5730

Zone V

South Central Alberta Film Federation (SCAFF)
Westmount School
Box 90/Wheatland Trail
Strathmore, Alberta
T0J 2H0
Telephone: 934-5028

Zone VI

Southern Alberta Regional Film Centre (SARFC)
McNally School
P.O. Box 845
Lethbridge, Alberta
T1J 3Z8
Telephone: 320-7807

OTHER LEARNING RESOURCES

Teachers are encouraged to use a variety of materials in the classroom to enhance student development. The following resources have been identified as potentially useful for the Integrated Occupational Social Studies 16 Program. These materials have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. The list is provided as a service only to assist local jurisdictions. The readability levels of the resources listed are appropriate for the majority of students who are in the Integrated Occupational Program. The responsibility for evaluating these resources prior to selection rests with the local jurisdiction.

***Note**: Some of the resources listed are available through the Learning Resources Distributing Centre, Alberta Education. Teachers are encouraged to peruse the Buyers Guide and Buyers Guide Supplements.*

BOOKS/PAMPHLETS

Alberta Consumer and Corporate Affairs (Many of the following resources are available in class sets, free, upon request. Several are suggested resources for Mathematics 16.)

Booklets:
Consumer Complaints
Moving Out
Taking Charge of Your Money
Unfair Trade Practices.

Tip Sheets:
Direct Sales
Mail Order Buying
Purchasing Time – Sharing
Shop Around
Legal Remedies of Credit Granters in Alberta.

Consumer Talk: A series of tabloid-style resources focussing on consumerism in Alberta.

Alberta Education. *Freedom and Control in Canada: How Much of Each?.* Kanata Kit 10. Student Booklet. Edmonton, Alberta, 1979.

Alberta Education. *Native Library Resources for Elementary, Junior and Senior High Schools, Third Edition.* The Native Education Project, 1990.

Anderson, Sheridan. *Introducing Canada.* Portal Press, Port Moody, B.C., 1988.

Bland, J. *Choosing a Job You'll Like* (50 copy masters). J. Weston Walsh Publishers, Portland, Maine, 1984.

Crewe, James R., Jenifer A. Ludbrook, and Daniel Francis, *Living in North America*. D.C. Heath Canada, Ltd., Toronto, Ontario, 1986.

Elrick, Thomas F. *Forms in Your Life: A Student Workbook and Guide to Everyday Forms*. D.C. Heath Canada Ltd., 1986. (A suggested resource for Mathematics 16.)

Evans, Allan S., and T.R. Martinello. *Canada's Century*. McGraw-Hill Ryerson Limited, Toronto, Ontario, 1978.

Garmon, E. Thomas, and Sidney W. Eckert. *The Consumer's World – Economic Issues and Money Management*. 2nd Edition. McGraw-Hill Ryerson Limited, Montreal, Quebec, 1979.

Hux, Allan, and Fred Jarman. *Canada: A Growing Concern*. Globe/Modern Curriculum Press, Toronto, Ontario, 1981.

Jarman, Frederick E. *In Pursuit of Justice. Issues in Canadian Law*. Wiley Publishers of Canada, Ltd., Toronto, Ontario, 1976.

Kirbyson, Ronald C. *In Search of Canada*. Prentice-Hall of Canada, Ltd., Scarborough, Ontario, 1977.

Ontario Ministry of Education. *Media Literacy Resource Guide, Intermediate and Senior Divisions*. 1989.

Pyrczuak, Fred. *Survival Skills in the World of Work*. J. Weston Walsh Publishing, Portland, Maine, 1978.

Ryder Verdene. *Contemporary Living*. The Goodheart-Wilcox Company, Inc., South Holland, Illinois, 1985. (This text supports the Personal Living 10 course.)

Trimble, W. *Understanding the Canadian Economy*. 6th Edition. Copp Clark Pitman, Toronto, Ontario, 1975. (This text supports the Economics 20 course.)

University of Alberta. *Under 18: You and the Law*. Student Legal Services, Edmonton, Alberta, 1987.

Warmke, Roman F., Eugene D. Wyllie, and B.E. Sallans. *Consumer Decision Making – Guides to Better Living*. South-Western Publishing Co., Cincinnati, OH, 1972.

PERIODICALS

Canada and the World is a magazine designed for students reading at Grades 8-11 levels. It is published monthly between September and May. R/L Taylor Publishing Consultants Ltd., Box 7004, Oakville, Ontario, L6J 6L5, (416) 338-3394.

Canadian Consumer is published monthly and is available through the Canadian Consumer Incorporation, Box 9300, Ottawa, Ontario, K1G 3T9.

Canadian Geographic magazine is published bi-monthly and is available through the Royal Canadian Geographic Society, 39 McArthur Avenue, Vanier, Ontario, K1L 8L7.

Consumer Talk is a set of eight consumer information sheets presented in tabloid/newspaper format and intended for high school students. Class sets may be obtained free of charge from Alberta Consumer and Corporate Affairs regional and district offices and from Box 1616, Edmonton, Alberta, T5J 2N9.

National Geographic is published monthly by the National Geographic Society, 17th and MSTS., N.W., Washington, D.C. 20036, or P.O. Box 2174, Washington, D.C. 20013.

News for You magazine is for adults and older teens and features articles on current affairs, sports, people, legal rights and consumer tips. New Reader Press, 1320 Jamesville Avenue, Syracuse, NY 13210, 1-800-448-8878).

Scholastic Voice magazine is for students in Grades 8-12, but it is written at the Grades 5-9 reading levels. Each magazine may include essays, news articles, poems, short stories, TV scripts, sports news, cartoons, jokes, a variety of word games and other features designed to motivate students in English. Scholastic Voice is published 24 times a year and may be ordered from Scholastic Classroom Magazines, Scholastic-TAB Publications, Ltd., 123 Newkirk Rd., Richmond Hill, Ontario, Canada L4C 3G5.

Western Producer, published weekly, Western Producer Publishing, P.O.Box 2500, Saskatoon, S7K 2C4.

FILMS AND VIDEOTAPES

Various films and videotapes are listed in respective sections of this *Teacher Resource Manual*. Many of the suggested films and videotapes are available through Regional Resource Libraries.

Additional sources of films and videotapes may include:

- University of Alberta, Education Library
- ACCESS
- AADAC
- Edmonton Public Library
- Government Agencies, e.g., Alberta Social Services, Family and Community Support Services
- Alberta Education
- Legal Resource Centre, University of Alberta.

KITS

Media and Society, NFB, 150 Kent Street, Suite 642, Ottawa, K1A 0M9, 1989. A Teacher Resource Handbook and two video cassettes with 20 titles grouped as follows: Advertising and Consumerism; Images of Women; Cultural Identity; and Sovereignty, Power, Politics and Ideology.

SCHOOL LIBRARY

Conference with your librarian before studying each theme. The librarian may be able to assist in locating appropriate books, newspaper articles, kits, videotapes, picture sets, journals and films. A valuable book on statistics, which can be found in most libraries is the *Alberta Statistical Resource*.

STUDENT SERVICES

High schools often have a student counselling service area where students and teachers may obtain material. The counsellors themselves may be willing to visit the classroom to present information on pertinent topics to the students.

CLASSROOM ENVIRONMENTS: EMOTIONAL AND PHYSICAL SAFETY

In keeping with the wide range of physical, social and emotional development among adolescents, social studies activities must be carefully planned with emotional and physical safety in mind. Teachers may be held liable for negligence of safety policies, regulations and practices.

EMOTIONAL SAFETY

To ensure the emotional safety of students, teachers must:

- use common sense
- model behaviour that demonstrates: a) a positive attitude toward emotional safety, b) respect for individual differences, and c) concern for physical and emotional safety of self and others
- be prepared to consult with appropriate persons when students make sensitive disclosures (guidance counsellor, parent, administrator, social services)
- be prepared to debrief students following activities leading to emotional disclosures and/or stress.

SENSITIVE ACTIVITIES

> **A child may be . . . emotionally injured if he or she is exposed to improper criticism, threats, humiliation, accusations, or expectations.** (*Information on The Child Welfare Act (Alberta) and The Young Offenders Act (Canada) for Educators, Parents, and Students.*)

Teachers must carefully assess planned activities with student emotional safety in mind and should never force students to participate in activities that are genuinely, emotionally threatening to them. This sensitivity must be particularly acute early in the year when students may be more unsure of themselves, their teachers and their peers.

DISCLOSURES

Students may disclose elements of their personal lives that appear to put them and the teacher in jeopardy. This information might be revealed in the form of journal/logbook entries, behavioural preoccupations, or personal confidences.

LEGAL OBLIGATIONS

Teachers must understand legal obligations in order to respond appropriately to these situations.

"The Code of Professional Conduct" states that:

> **"The teacher treats pupils with dignity and respect and is considerate of their circumstances."**
>
> **"The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgement of the teacher, to do so is in the best interest of the pupil."** (*The Alberta Teachers' Association Members' Handbook*)

The Provincial *Child Welfare Act* states that anyone:

> **". . . who has reasonable and probable grounds to believe that a child is in need of protective services shall forthwith report the matter to a director . . ."** of Alberta Social Services. (*Information on The Child Welfare Act – Alberta Education.*)

Also, anyone who does not report the matter to a director of social services:

> **". . . is guilty of an offence and liable to a fine of not more than $2,000.00 and in default of payment, to imprisonment for a term of not more than 6 months."**
> **"Also, the Act provides that any director of Alberta Social Services, who has grounds to believe that a professional – such as a teacher – did not report a child in need of protective services, is obliged to advise the proper governing body of the occupation or profession."** (*Information on The Child Welfare Act.*)

Local districts will have additional policies and protocol regarding the reporting of sensitive matters.

PHYSICAL SAFETY

To ensure the physical safety of students, teachers must:

- use common sense
- model behaviour that demonstrates: a) a positive attitude toward physical safety, b) respect for the physical environment, and c) concern for the physical and emotional safety of self and others
- prominently post local emergency telephone numbers adjacent to the telephone(s)
- ensure that students are supervised at all times
- become familiar with the health, safety and fire regulations of the district and province and continually practise and reinforce them
- become cognizant of and comply with school and district policies regarding accident reporting
- instruct all students about hazards involved in each activity at the outset and reinforce continually
- think ahead – plan carefully in order to ensure that activities are appropriate to the available space and class size
- regularly check all equipment in use.

Physical safety is not just a series of precautions to take at the beginning of the year, or a series of rules to post in the work area. Safety is a state of mind; something that is learned and never forgotten. Those people who are careful and always "think safe" will rarely injure themselves while they work. Good safety habits need to be learned early, reinforced often and remembered always.

WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM

The Workplace Hazardous Materials Information System (WHMIS) is a hazard communications program designed to protect workers across Canada from injuries and illnesses caused by exposure to chemicals. The program uses federal and provincial legislation to ensure the labelling of hazardous materials, the provision of material safety data sheets by suppliers of hazardous materials and worker education/instruction programs.

Posters, booklets and pamphlets that describe features of WHMIS are available free of charge from the nearest Regional Office of Alberta Occupational Health and Safety.

Other resource materials on WHMIS include a videotape *WHMIS: Working for You* and a reference manual *WHMIS Core Material: A Resource Manual for the Application and Implementation of WHMIS (1989 Revised Edition).* These materials can be ordered through the Alberta Association of Safety Personnel/Canadian Society of Safety Engineers Provincial Body, P.O. Box 262, Main Post Office, Edmonton, Alberta, T5J 2J1.

EVALUATION

Evaluation in Integrated Occupational Program courses should be based on a diagnostic/developmental approach. Teachers are encouraged to determine the current performance level of each student and organize for instruction accordingly. Various diagnostic programs, such as *Diagnostic Learning and Communication Processes Program (1990)* are available through Alberta Education, Learning Resources Distributing Centre (LRDC).

Evaluation methods should relate directly to specific course components and promote student growth. Teachers are encouraged to evaluate student progress relative to knowledge, skills and attitudes throughout the year using a variety of instruments and techniques.

EVALUATING KNOWLEDGE

Students need to be able to demonstrate an understanding of concepts, generalizations and key understandings based on factual information. Student ability to recognize and memorize factual content must be balanced with student ability to apply information. Knowledge can be evaluated by observing students as they solve problems, make decisions, hold discussions, write paragraphs and reports, complete tests and present information orally. Assessing student knowledge-based outcomes will provide information to teachers, parents and students relating to individual achievement. A variety of question types/levels should be used when evaluating student performance. (See Process, "Questioning Strategies" and "SCORER: Test-Taking Strategies".)

EVALUATING SKILLS

Students use many different skills every day in various situations. The teacher has numerous opportunities for evaluation by observing students using knowledge in a variety of activities, including research activities and inquiry strategies as well as informal testing situations. An effective method of evaluating skill development is to place the student in a situation that requires the use of a skill, and then to evaluate his or her performance. Checklists and samples of students' work are useful ways to assess skill development.

EVALUATING ATTITUDES

Evaluation of students' attitudes should be based on their growth in relation to the attitude objectives of the course. Direct observation of student behaviour and evaluation of oral and written responses to questions are two main approaches to evaluating attitudes. Information about attitudes can be collected by using an attitude scale that contains a series of positive or negative statements about a topic or issue. Observing student behaviour in a variety of situations, such as informal discussion and student self-evaluation may be used to appraise student attitudes. Checklists and anecdotal records are useful for recording attitude development. Record keeping helps teachers to compare attitudes held by students at the beginning and at the end of the unit or year. **Students' performance on attitude objectives should not be included in the summative evaluation used to calculate grades; rather, reporting should be descriptive**. Further, to avoid misunderstandings, teachers are encouraged to present data on attitude development during student-teacher or student/parent-teacher conferences.

EVALUATION CRITERIA

Teachers are encouraged to use the following criteria to design evaluation strategies, as well as the overall evaluation plan for each topic and each student. Evaluation strategies should:

- be constructive
- be a continual process
- include diagnostic, formative and summative measures
- be purposeful and connected to the teacher's and the course objectives
- encompass the full range of social studies objectives (knowledge, skills, attitudes)
- be a cooperative process involving active involvement of students and teachers in identifying objectives
- evaluation should include a variety of techniques for obtaining information; e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments
- maintaining records to provide sufficient information for decision making
- inform parents and students of the goals and objectives of the course, the criteria used to evaluate and the methods of evaluation
- include judgments about the relationship between personal teaching style, instructional resources and student achievement
- comply with local accreditation policies.

The following categories briefly describe evaluation methods. The list is not inclusive; rather, it may serve to guide the evaluation process.

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
ANECDOTAL RECORDS	A continuous log or diary of student progress in written form. As a detailed record of specific observations, anecdotal records provide useful data for analysis and interpretation.
CHECKLISTS	Checklists serve to record performance levels in a variety of activities/situations, such as the completion of tasks associated with specific criteria and participation in group/individual activities. Checklists may be useful for peer, teacher and self-evaluation.
INTERVIEWS AND CONFERENCES	Student/teacher conferences may be used to move the student toward increased self-direction; to review an activity, unit or test, and to acquire student perceptions about progress, etc.
MEDIA	Teachers may tape-record tests to evaluate student listening skills and knowledge. Students may use tape-recordings to respond in a testing situation. Student performance may be videotaped for evaluation purposes.
OBSERVATION	Observing student behaviour in order to record performance on a checklist or to record data for an anecdotal report is a useful evaluation technique. The focus is usually an individual student or a select number of students undertaking an activity over a given time frame. Observation can include student responses to questions, use of time and materials, and participation in discussions and group activities.
SAMPLES OF STUDENT WORK	Samples of student work are collected and qualitative differences in student work over time are assessed using written work, reports, maps, tests, etc.
SELF- AND PEER EVALUATION	Peer evaluation is used primarily when assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation, such as a conference with the teacher.

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
SPECIFIC ASSIGNMENTS	Group activities, such as role playing, simulation games and panel discussions. Speaking activities, such as oral presentations, interviews and debates. Displaying/demonstrating activities, such as artwork, charts, graphs, tables and maps. Written assignments, such as paragraphs, reports and position papers.
QUESTIONNAIRES AND INVENTORIES	Questionnaires may include true/false, multiple choice, key-list, matching and/or sentence completion questions. Inventories provide checklists which may be related to the student's interests and attitudes. The choices provided to the stem of the question are scaled in terms of degree of favourableness or acceptability. Examples of useful inventory choices include: The Likert Scale – a 5-point key which may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove or strongly disapprove. **A summed score** may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove. The Semantic Differential – uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from + 3 (very favourable) through 0 (very unfavourable). Rank Order – a group of three or more items is presented which the student arranges in order of preference. This type of item is a cross between matching and key-list questions.
TESTS	Objective tests – matching, fill-in-the-blank, true/false, multiple choice, key-list questions. Free response tests – sentence answers, paragraphs, essays. Testing should be balanced with other evaluation instruments and techniques when determining marks for reporting purposes. Tests should be scheduled. Unscheduled tests may be used for diagnostic purposes rather than for grades or report card marks.

SCOPE AND SEQUENCE: SOCIAL STUDIES 16

Primary goals of the Integrated Occupational Social Studies 16 Program are to enhance students' self-esteem and provide opportunities for students to develop into responsible citizens. A responsible citizen is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and a citizen in the global community **(knowledge)**
- participating constructively in the democratic process by making rational decisions **(skills)**
- respecting the dignity and worth of self and others **(attitudes)**.

Achieving competence in social studies is a developmental process acquired as skills and related knowledge and attitudes are refined and expanded over time. Knowledge, skill and attitude objectives are interrelated and should be addressed simultaneously.

The scope and sequence chart provides an overview of the knowledge, skill and attitude objectives to be developmentally and simultaneously addressed in Social Studies 16. Flexibility in organizing prescribed knowledge, skills and attitudes in keeping with student abilities, interests and needs, and available resources is encouraged. **Current affairs are to be addressed throughout the year as they apply to the knowledge, skills and attitudes under study.**

KNOWLEDGE OBJECTIVES

Knowledge objectives are listed in the scope and sequence chart as generalizations and key understandings. Related concepts, facts and content are incorporated into the learning objectives which are shaded in the *Program of Studies/Curriculum Guide*. Knowledge objectives for social studies topics are organized through generalizations and key understandings, concepts, and related facts and content. A generalization is a rule or principle that shows relationships between two or more concepts. A key understanding is a statement of a major understanding related to the content of the unit. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas. Knowledge objectives are organized according to the following themes:

- Theme A: Being a Citizen
- Theme B: You and the Law
- Theme C: Careers – Your Employability.

SKILL OBJECTIVES

Skill objectives are listed in the scope and sequence chart following the knowledge objectives. Process, communication and participation skills and inquiry strategies are interdependent and may be taught within the suggested themes outlined in this document and the *Program of Studies/Curriculum Guide*, or within locally developed themes. The thematic structure facilitates interdependency, resulting in an integrated social studies program. A chart illustrating the skills to be developed and reinforced at each grade level follows the scope and sequence chart.

Students differ in the rate at which they acquire skills. Successful sequencing involves altering and adjusting learning tasks to suit the individual student's needs, interests and growth patterns. The sequence should begin with the present performance of the student, lead to the diagnosis of problem areas and focus on promoting social studies growth.

The skills to be developmentally addressed at each grade level throughout the social studies program and integrated with knowledge and attitude objectives, are organized as follows:

PROCESS SKILLS: Process skills enable the learner to gather, organize, appraise and apply information and ideas. Students will be expected to locate, interpret, organize, analyze, synthesize and evaluate information.

COMMUNICATION SKILLS: Communication in social studies involves expressing and presenting information and ideas. Students will be expected to use speaking and writing skills to convey information and express ideas, thoughts and feelings.

PARTICIPATION SKILLS: Participation skills enable the learner to apply process and communication skills to interact with others. Students will be expected to recognize the purpose of group activities and enhance the purpose through appropriate use of participation skills.

INQUIRY STRATEGIES: enable the learner to use process, communication and participation skills to answer questions, solve problems and make decisions. Students will be expected to:

- use critical/creative thinking to solve problems, make decisions and answer questions
- examine the processes whereby decisions affecting themselves and society are made
- use appropriate inquiry models to answer questions, solve problems and make decisions.

ATTITUDE OBJECTIVES

Attitude objectives follow the skill objectives and are listed relative to the three topics of the program. Students should participate in activities that help develop positive attitudes toward one another and society, and encourage the examination of the perspectives of others.

The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and informal evaluation.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students should develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

Teachers are encouraged to refer to the *Program of Studies/Curriculum Guide*. The thematic approach presented in this document and in the *Program of Studies/Curriculum Guide* provides the integration of social studies knowledge, skills and attitudes.

The Integrated Occupational Social Studies 16 Program focusses on expanding the application of skills, developing attitudes and acquiring knowledge introduced in preceding grades within new contexts.

SOCIAL STUDIES 16: KNOWLEDGE OBJECTIVES

The generalizations and key understandings, concepts and facts listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives**. The concepts, related facts and content should be developed and used to facilitate an understanding of the generalizations and key understandings.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
THEME A: BEING A CITIZEN Students will be expected to understand that:	Students will be expected to develop an understanding of the following concepts:	Students will be expected to use the related facts and content to develop the generalizations, key understanding and concepts:
• politics are a feature of everyday life • there are a variety of means used to resolve disagreements in a democratic society	decision making organization conflict cooperation justice	Examples of consensus, arbitration, influence, negotiation, appeals and compromise related to: • personal decision-making strategies used at home, at school, in the workplace and in the community • decision-making strategies used by family members, friends, teachers, employers • decision-making strategies used by familiar organizations – Students' Union – workplace – school, school board – municipal government.
• the formal structure of the Canadian government contributes to the decision-making process in Canada	democracy responsible government federal system party system rule of law	Levels of government and major responsibilities – federal – provincial – municipal. History as it relates to the development of decision-making processes in Canada, and may include: – constitutional monarchy – representative government – significant individuals and groups. Branches of government – executive – legislative – judicial. Passage of a recent/current bill; e.g., seat belt law. Major political parties – New Democratic Party – Liberal Party – Progressive Conservative Party.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
THEME A (continued)		
• citizens can be involved and participate in society	participatory citizenship	Examples of community participation opportunities: • Volunteerism • Crime stoppers • Rural/Neighbourhood Watch • Block Parent Associations • Service groups/organizations.
• there are many ways to participate in and influence the political decision-making process in Canada • one can compare Canadian politics and government with other countries by studying current affairs.	power influence	Examples of citizen input/influence: • individual/special interest group lobbying through letters, telephone calls, demonstrations, petitions • plebiscites. Role of media in influencing individual/government decision-making processes.
THEME B: YOU AND THE LAW		
Students will be expected to understand that:	Students will be expected to develop an understanding of the following concepts:	Students will be expected to use the related facts and content to develop the generalizations, key understanding and concepts:
• citizenship in a democratic society is based upon individuals and groups recognizing and exercising rights and responsibilities • laws of a country relate to the needs, rights and responsibilities of individuals and society • rights and responsibilities continue to change and specific rights and responsibilities are associated with aspects of Canadian society such as marriage, divorce, contracts • current affairs presented in the media may provide insight into the rights, responsibilities and privileges of self and others.	responsibilities rights discrimination prejudice tolerance	Examples of familiar laws and regulations associated with school, workplace and community; e.g., traffic laws, illegal substance laws, laws associated with discrimination at the workplace; regulations at the workplace dealing with hours, wages, safety standards, etc. Define/distinguish between laws, regulations and privileges. Relevant sections of/information related to: • Canadian Charter of Rights and Freedoms • Individual Rights Protection Act • Alberta Human Rights Commission • legal system. Legal/Human Rights organizations in the community.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
THEME B (continued)		Case study using a current/recent issue about one of the following: • children's rights • disabled persons rights • cultural minority rights • aboriginal rights • women's rights • language rights.
THEME C: CAREERS – YOUR EMPLOYABILITY Students will be expected to understand that: • learning is a lifelong process and may involve on-site training, upgrading and retraining • a positive, realistic self-image will contribute to employment success • knowledge, skills and attitudes learned in school can be transferred and applied to the working world • rights, responsibilities and laws relate to the workplace, employees and employers • employment patterns continue to change due to a variety of circumstances • there are personal and social benefits of employment • effective management of one's earnings may contribute to quality of life • becoming increasingly aware of current affairs may help prepare individuals to select employment/ career opportunities.	Students will be expected to develop an understanding of the following concepts: employability upgrading retraining jobs careers unions personal economics	Students will be expected to use the related facts and content to develop the generalizations, key understanding and concepts: Personal knowledge, skills and attitudes suitable for employment. Knowledge, skills and attitudes required for specific employment opportunities within the community, province and country. Community employment opportunities within the eight clusters of the Occupational Component. Continuing education opportunities in the community and at the workplace. Information about: – laws in the workplace – rights of employees/employers (e.g., unions, etc.) – responsibilities of employees/ employers. Community employment information sources: – Workers' Compensation Board – Alberta Career Centres – Community Colleges – print/non-print media.

SKILL OBJECTIVES

Process, communication and participation skills are interrelated and integrated with knowledge and attitude objectives in this *Teacher Resource Manual* and the *Program of Studies/Curriculum Guide*. Skills are interrelated and are to be addressed simultaneously.

PROCESS SKILLS: Students will be expected to develop the ability to:

- gather, identify and use relevant information from print and non-print sources; e.g., newspapers, periodicals, television programs, films, interviews
- distinguish between fact and opinion
- analyze and evaluate a variety of solutions to a problem or an issue
- organize information/material in preparation for a specific task; e.g., reporting a school news event, summarizing a government decision/activity, making notes for an oral presentation.

COMMUNICATION SKILLS: Students will be expected to develop the ability to:

- speak effectively in presenting a point of view
- discuss issues by identifying key points and supporting details
- convey information and express ideas using a visual format; e.g., demonstrations, charts, graphs, video
- complete a short written assignment, individually or in a group, which may include reporting on an employment opportunity of interest, summarizing a recent news event, defending a personal position.

PARTICIPATION SKILLS: Students will be expected to develop the ability to:

- interact and work effectively with others in a variety of group settings
- participate in group decision making and problem solving.

INQUIRY STRATEGIES: Students will be expected to:

- develop further the critical and creative thinking skills necessary for responsible citizenship
- make decisions, consider alternatives and support their choices
- examine the processes whereby decisions affecting themselves and society are made
- use appropriate inquiry models to answer questions, solve problems and resolve issues.

ATTITUDE OBJECTIVES

The development of positive attitudes needed for responsible citizenship is a gradual and ongoing process. Knowledge, skill and attitude objectives are interrelated and should be addressed simultaneously. Students are expected to:

- develop an appreciation of the responsibilities inherent in the democratic way of life
- develop a willingness to accept responsibility for the consequences of one's actions
- develop an appreciation of and respect for the rights of self and others
- value peaceful resolution of conflict
- respect the rights of others to hold opinions different from one's own
- develop an appreciation of the fact that citizenship involves participation in the community and the nation
- continue to develop an appreciation for enhancing knowledge, skills and attitudes to meet employment requirements in our changing society.

SOCIAL STUDIES 16-26
SKILL DEVELOPMENT CHART

The program of studies identifies the skills that should be emphasized in each topic. The purpose of the Social Studies 16-26 Skill Development Chart is to identify the specific skills to be developed and reinforced, and to indicate where most students are expected to be regarding skills at each grade level.

The Social Studies Skill Development Chart suggests a general plan for continuity in skill development for Social Studies 16-26 that builds upon skills introduced and developed in the junior high school program. The chart provides a suggested placement of each skill; however, the format does not reflect how students learn or how the skills should be taught. The teacher determines the actual introduction of a skill based on the needs and nature of the learner. It is expected that the teacher will develop the skills in an integrated fashion so that the interrelationships between and among these skills will be understood and applied by students. Most of the skills are a shared responsibility of social studies and other subject areas and may be introduced, developed or reinforced in other subjects as well. The categories of skills are as follows:

PROCESS SKILLS – skills that enable one to acquire, evaluate and use information, such as LOCATING, INTERPRETING, ORGANIZING, ANALYZING, SYNTHESIZING, EVALUATING.

COMMUNICATION SKILLS – skills that enable one to express and present information and ideas through ORAL, VISUAL, and WRITTEN language.

PARTICIPATION SKILLS – skills that enable one to interact with others and include INTERPERSONAL RELATIONS, GROUP PARTICIPATION and SOCIAL AND POLITICAL PARTICIPATION.

INQUIRY STRATEGIES – combinations of skills that enable one to answer questions, solve problems and make decisions, and involve CRITICAL THINKING, CREATIVE THINKING, PROBLEM SOLVING, DECISION MAKING and SOCIAL INQUIRY PROCESS.

SKILL OBJECTIVES

The skill objectives are grouped into categories for organizational purposes; however, some of the skills may fit into more than one category. **The skills are not intended to be developed separately or sequentially as illustrated but are to be developed in conjunction with the knowledge and attitude objectives.**

Skills are best taught in the context of use rather than in isolation, and are best learned by students practising them. It is important that students be provided regular opportunities to practise skills in a variety of contexts. In a few instances, appropriate resources may not be available (e.g., access to computer networks) and skill expectations and development expectations must be adjusted accordingly.

The skills organization is similar to the format in the junior high program, but the wording and presentation of the specific skills have been changed to reflect the expectations of the Integrated Occupational Program. This chart also includes inquiry strategies and suggestions for developing critical and creative thinking.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

PROCESS SKILLS

Locates reference materials in the library as sources of information:

- Identifies possible sources and locations of information.*
- Uses the library catalogue to locate references related to a topic.
- Locates materials, using the Dewey Decimal System.
- Uses periodical indexes such as the Canadian Periodical Index to locate information.
- Uses social science references including atlases, almanacs, encyclopedias, yearbooks, and dictionaries, to obtain information.

Uses reference materials to find information:

- Uses title, table of contents, index, glossary and appendix to find useful information.
- Uses chapter and section headings, topic sentences and summaries to identify information.
- Locates information in references, using volume letters, key words and indexes.
- Selects passages pertinent to the topic being studied.

Uses newspapers, periodicals and pamphlets as sources of information for a study:

- Becomes aware of the wide range of periodical material as sources of information.
- Selects important news items pertinent to topics of study.
- Organizes periodical material to support class activities.

Reads to acquire information:

- Reads materials to get literal meaning of text.
- Adjusts rate of reading to suit material and purpose.
- Identifies relevant terms and information.
- Uses context clues to gain meaning.
- Reads for a variety of purposes.
- Differentiates between main and related ideas.
- Recognizes relationships including sequence, cause, effect, space, place and time.
- Interprets what is read by drawing inferences.
- Summarizes information in order to fulfil one's purpose.
- Selects information in order to fulfil one's purpose.

Listens and observes to acquire information:

- Listens and observes with a purpose.
- Identifies a speaker's purpose.
- Identifies key ideas in a presentation.

* Statements that extend across both the 16 and 26 columns are to be introduced and developed at the 16-level, and reinforced and applied within new contexts at the 26-level.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

PROCESS SKILLS (continued)

- Relates information gained through listening and observing, to information gained from other sources.
- Reserves judgment until a presentation has been heard or observed.
- Notes ideas while listening to and observing a presentation.

Gathers information from field studies and interviews:
- Identifies the purpose of field study or interview.
- Plans procedures, rules of conduct, questions, and determines information to be gained.
- Develops effective interviewing procedures including the use of appropriate questions.
- Records, summarizes and organizes information obtained.

Gathers information using computers, telephone and television information networks:
- Operates a computer to enter and retrieve information from a variety of sources.
- Accesses information through networks, data banks, and on-line sources.
- Uses word processing programs to organize information.

Interprets information:
- Translates written and printed materials into terms meaningful to oneself.
- Selects main ideas, key points and supporting points.
- Classifies data by topic.
- Identifies and states the central issue in a topic in one's own words.
- Predicts outcomes based on factual data.
- Recognizes cause and effect of relationships.
- Notes trends and predicts what might happen.
- Recognizes there are various interpretations of data.
- Translates data by presenting information in different forms, such as maps, time lines or diagrams.

Interprets graphs, charts, tables and diagrams:
- Obtains information from a wide variety of graphs, such as line, multiple line, horizontal bar, vertical bar and divided circle.
- Interprets graphs, charts and tables presented in course materials.
- Identifies relationships among data presented in graphs, charts and tables.
- Relates data obtained from graphs, charts, tables and diagrams to other data.

Interprets pictures, photographs and cartoons:
- Recognizes cartoons and pictures as sources of information.
- Determines main ideas and identifies detail in pictorial material.
- Uses picture clues, titles and captions to aid comprehension.
- Interprets the point of view expressed in cartoons.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

PROCESS SKILLS (continued)

Interprets visual materials such as art, television, film and drama:

- Uses visual materials as sources of information.
- Describes the content of material.
- Determines the main and related ideas in visual material.
- Identifies the purpose and message of visual communication.

Interprets maps, globes and air photos:

- Uses a variety of maps for a variety of purposes.
- Interprets and uses map legends and map symbols on a variety of maps.
- Recognizes features shown on contour maps and air photos.
- Recognizes that relief drawing, colour relief, and contour lines represents the characteristics of an area.
- Orients oneself to the relative location of places and direction from place to place.
- Determines distance and compares distances on maps by using different scales.
- Locates places and features using a grid system such as latitude and longitude or letter key systems.
- Uses geographic terminology to describe physical features and geographic features.
- Reads and interprets information from specialized maps such as thematic maps and distribution maps.
- Identifies and interprets patterns and relationships among geographic data.
- Recognizes relationships among locations of cities, water bodies, continents and countries.
- Interprets relationships of data relative to locations of settlements, natural resources, industries, trade, etc.
- Uses sequences of maps to show change; e.g., boundaries, population shifts, historical developments.
- Constructs simple maps of an area to show geographic relationships.

Understands time and chronology:

- Identifies an event as part of a chronological series of happenings.
- Arranges related events and ideas in chronological order.
- Organizes historical information by making simple time lines and flow charts.
- Identifies immediate causes and underlying causes of historical events.
- Identifies relationships among historical events.

Organizes information:

- Selects relevant factual data for a particular purpose.
- Records information in note form to show organization of ideas.
- Makes an outline of a topic from material read, heard or viewed from multiple sources of data.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

PROCESS SKILLS (continued)

- Organizes material to answer questions from material heard, viewed or read.
- Sorts information into categories according to specific criteria.
- Composes headings or titles for information summarized.
- Compiles a table of contents to show order.
- Organizes data in visual form – tables, graphs and charts.

Analyzes information:

- Compares accounts to see if they are identical, similar, related or unrelated.
- Distinguishes between fact and fiction, fact and opinion, and fact and value.
  - Detects bias or propaganda in data presented.
- Identifies point of view or perspective.
  - Recognizes the authority and expertise of sources.
  - Examines arguments for consistency and contradiction.
- Determines whether evidence assembled is accurate and relevant to a topic.
  - Recognizes underlying assumptions of a statement or position.
- Determines values underlying a position.
- Applies appropriate models such as diagramming, webbing, concept maps, retrieval charts and flow charts to analyze data.

Synthesizes information:

- Summarizes material presented.
- Restates major ideas of a topic in concise form.
  - Draws inferences from data.
- Develops concepts from descriptive data.
- Draws generalizations by recognizing relationships between concepts.
- Relates significant ideas to support a point of view.
- Formulates opinion based on critical examination of information.
- Proposes a new plan of action or operation.
- Develops information in visual forms such as charts, graphs, diagrams or models to support a point.
- Formulates alternative answers, solutions, conclusions or decisions to a problem.

Evaluates information:

- Evaluates the desirability and feasibility of alternative solutions, decisions or actions.
- Evaluates the process used to arrive at an answer, solution, conclusion or decision.
  - Considers which source of information is more acceptable and why.
  - Evaluates the adequacy of information about an issue.
  - Recognizes the reliability and validity of information – source, objectivity, accuracy, currency, consistency.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

COMMUNICATION SKILLS

ORAL

- Develops and uses vocabulary appropriate to course content.
- Speaks to the topic in discussion.
- Defends point of view through oral presentation.
- Expresses ideas with confidence.

- Expresses thoughts clearly in oral form, to an increasing variety of audiences, for a variety of purposes.
- Communicates effectively in a variety of situations – group, panel, formal debate, seminar, forum.
- Delivers information in oral presentations with the aid of prepared notes.
- Develops facility in communicating orally through audio and visual media.

VISUAL

- Selects and uses an appropriate medium for presenting ideas.
- Constructs appropriate visual aids such as maps, charts, graphs, pictures, illustrations and time lines, to support ideas.
- Produces and displays information using a variety of methods, such as models, murals, collages, dioramas, artwork, cartoons, films, slides and videotapes to show understanding.

WRITTEN

- Writes ideas in correct sentences in one's own words.
- Expresses ideas in clear, coherent paragraphs.

- Writes multiple paragraph compositions about a topic.

- Uses various methods for developing a piece of writing such as reasons, examples, sequencing and comparisons.

- Writes short reports and research papers.
- Writes independently to express one's views.
- Writes to support a position, using factual details or other methods of support such as examples and quoting authorities.

- Selects role, audience, format, topic and verb forms to express ideas for various purposes.
- Revises and edits written work to achieve one's purpose.

- Credits quoted and paraphrased material in writing – footnotes.
- Prepares a bibliography of sources used in research.

- Maintains well-written notebooks and class records.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

PARTICIPATION SKILLS

INTERPERSONAL RELATIONS

- Shows respect for the rights and opinions of others.
- Interacts with others in accordance with social rules.
- Demonstrates willingness and ability to interact with others.
- Responds voluntarily to the needs of others in distress.
- Offers encouragement and approval to others.
- Resolves conflict through compromise and co-operation.
- Demonstrates the ability to disagree in an acceptable manner.
- Displays self-confidence and self-control.
- Develops independent work habits.
- Works independently and effectively.
- Seeks help when required.

GROUP PARTICIPATION

- Works effectively with others in a variety of group settings.
- Participates in setting goals, rules and guidelines for group work.
- Demonstrates an ability to follow group rules, keep to the task and abide by group decisions.
- Accepts the role of leader or follower, as the situation requires.
- Contributes to group processes by providing supporting ideas, extending ideas, paraphrasing ideas and working toward consensus.
- Makes meaningful contributions to discussion and group work.
- Participate as a group member in organizing and planning activities and in making decisions.
- Participates in persuading, compromising, debating and negotiating to resolve conflicts and differences.
- Distinguishes between work that can be done efficiently by individuals and that which calls for group effort.
- Identifies, develops and applies leadership abilities.

SOCIAL AND POLITICAL PARTICIPATION

- Keeps informed on issues that affect society.
- Identifies situations in which social action is required.
- Becomes involved in social and political processes.
- Influences those in positions of power, to achieve social improvements.
- Exercises the responsibilities, obligations and duties inherent in a democratic way of life.
- Develops the personal commitment necessary for responsible community involvement.
- Employs public and private services to assist in solving individual or community problems.
- Develops self-direction and self-discipline required to achieve goals.

SOCIAL STUDIES 16	SOCIAL STUDIES 26

INQUIRY STRATEGIES

CRITICAL THINKING

- Distinguishes between facts and values.
- Determines reliability of data.
- Determines the accuracy of data.
- Distinguishes between relevant and irrelevant information.
- Detects bias in materials.
- Considers personal values as a guide to decision making.
- Examines and assesses a variety of viewpoints on issues before forming an opinion.
- Examines evidence and considers alternatives before making a decision.
- Identifies, uses and evaluates various approaches to solve problems.

CREATIVE THINKING

- Brainstorms to collect novel and wide-ranging ideas.
- Visualizes a unique way of performing a task.
- Predicts a trend in society.
- Develops an analogy to show relationships in a new light.
- Produces a model to demonstrate learning.
- States intuitive thoughts that may reveal new insights.
- Develops innovative approaches in learning.
- Demonstrates independence of thought.

PROBLEM SOLVING

- Defines a problem/question.
- Develops questions or hypotheses to guide research.
- Gathers, organizes and interprets information.
- Develops a conclusion/solution.

DECISION MAKING

- Identifies an issue.
- Identifies possible alternatives.
- Devises a plan for research.
- Gathers, organizes and interprets information.
- Evaluates alternatives, using collected information.
- Makes a decision, plan or takes action consistent with position held if desirable or feasible.
- Evaluates the action plan and the decision-making process.

SOCIAL INQUIRY PROCESS

- Identifies and focusses on the issue.
- Establishes research questions and procedures.
- Gathers and organizes data.
- Analyzes and evaluates data.
- Synthesizes data.
- Resolves the issue (postpones taking action).
- Applies the decision.
- Evaluates the decision and process.

THEME A: BEING A CITIZEN

OVERVIEW

Responsible citizenship involves the ability to make knowledgeable, purposeful decisions, make responsible choices, respect the dignity and worth of self and others, and recognize that Canada is part of the global community. Knowledge about the structure of the Canadian government and decision-making processes will assist one to become involved and participate in society. Teachers are encouraged to use this initial thematic unit to:

- develop a positive, open learning environment
- provide opportunities for students to become familiar with classmates and the learning environment
- establish classroom procedures.

PURPOSE: The purpose of this thematic unit is to enable students to:

- understand the Canadian political system and government decision-making processes
- identify ways one may participate in Canadian decision-making processes
- understand political points of view
- recognize and apply conflict resolution strategies
- identify people, groups and events in Canadian history that have influenced decision-making processes in Canada.

Current affairs are to be included to enhance the knowledge, skills and attitudes addressed within this thematic unit. Geography as it applies to current events and the promotion of global awareness, is included.

Social studies at the Grades 8 and 9 levels focusses on self, family and community. Social Studies 16 and 26 extend that focus to include understanding at the provincial, national and global levels. **Teachers are encouraged, however, to initiate understanding using student experiences.** Relating knowledge, skills and attitudes to student's lives and building upon those personal experiences will enhance student ability to recognize how course content applies to the family, workplace, community, province, country and world.

COOPERATIVE PLANNING among teachers is necessary to ensure the integration of skills, strategies and attitudes, and consistency of expectations. Continuous joint planning at the local level will facilitate the enhancement, rather than the duplication of the knowledge, skills and attitudes students are expected to acquire.

COMMUNITY PARTNERSHIP opportunities exist within this thematic unit and will include:

- bringing the **community to the classroom** by inviting local personnel to discuss/present specific issues relating to participatory citizenship
- taking the **classroom to the community** through field trips to government agencies, businesses, community organizations, etc.

Specific community partnership activities are suggested at the end of this thematic unit.

LEARNING OBJECTIVES

Knowledge, skill and attitude objectives are interrelated and, therefore, should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another, hence, they should be pursued simultaneously.

KNOWLEDGE OBJECTIVES

The generalizations and key understandings, concepts and facts listed in this thematic unit are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** Concepts, related facts and content are to be developed and used to facilitate an understanding of the generalizations and key understandings.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Students will be expected to understand that: • politics are a feature of everyday life • there are a variety of means used to resolve disagreements in a democratic society	Students will be expected to develop an understanding of the following concepts: decision making organization conflict cooperation justice	Students will be expected to use the related facts and content to develop the generalizations, key understanding and concepts: Examples of consensus, arbitration, negotiation, appeals and compromise related to: • personal decision-making strategies used at home, at school, in the workplace and in the community • decision-making strategies used by family members, friends, teachers, employers • decision-making strategies used by familiar organizations – students' union – workplace – school, school board – municipal government.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
• the formal structure of the Canadian government contributes to the decision-making process in Canada	democracy responsible government federal system party system rule of law	Levels of government and major responsibilities – federal – provincial – municipal. History as it relates to the development of decision-making processes in Canada, which may include: – constitutional monarchy – representative government – significant individuals and groups. Branches of government – executive – legislative – judicial. Passage of a recent/current bill; e.g., seat belt law. Major political parties – Liberal Party – New Democratic Party – Progressive Conservative Party – Reform Party.
• citizenship involves participating in society • there are many ways to participate in and influence the political decision-making process in Canada	participatory citizenship power influence	Examples of community participation opportunities: • Volunteerism • Crime stoppers • Rural/Neighbourhood Watch • Block Parent Associations • Service groups/organizations. Examples of citizen input/influence: • individual/special interest group lobbying through letters, telephone calls, demonstrations, petitions • plebiscites.
• one can better understand Canadian politics and government by studying current affairs		Role of media in influencing individual/government decision-making processes.

SKILL OBJECTIVES

The skills component of the program enables students to develop and apply process, communication and participation skills, as well as inquiry strategies.

Social studies skills are integrated in the suggested activities listed in this thematic unit. Throughout this unit, students will be expected to develop the ability to use:

PROCESS SKILLS to:
- gather, identify and use relevant information from print and non-print sources
- distinguish between fact and opinion.

COMMUNICATION SKILLS to:
- discuss issues by identifying key points and supporting details
- convey information and express ideas using a visual format.

PARTICIPATION SKILLS to:
- interact and work effectively with others in a variety of group settings
- participate in group decision making and problem solving.

INQUIRY STRATEGIES to:
- develop further the critical and creative thinking skills necessary for responsible citizenship.

ATTITUDE OBJECTIVES

The attitude objectives of the program relate to ways of thinking, feeling or behaving and are developed through a variety of learning experiences that encompass knowledge and skill objectives. The development of positive attitudes needed for responsible citizenship is a gradual and ongoing process. Throughout this thematic unit, students will be expected to:

- develop an appreciation of the need for discussion, cooperation and compromise to resolve conflicts and make decisions
- value peaceful resolution of conflict
- respect the rights of others to have political views and opinions different from one's own
- develop an appreciation of the fact that citizenship involves awareness of and participation in the community, province, nation and world.

ELEMENTS OF A DAILY LESSON PLAN

1. Generalization or Key Understanding
2. Topic
3. Purpose or Main Idea
4. Lesson Objectives
   a. Concepts
   b. Skills
   c. Attitudes
5. Learning Resources
6. Methodology
   a. Opening Activities
   b. Developmental Activities
   c. Closing Activities
7. Assignment
8. Time
9. Evaluation

A daily lesson plan is similar in structure to a unit plan. Some unit plans may be in the form of plans for daily instruction. The daily lesson objectives explain the purpose of the lesson by stating what is to be accomplished. The methodology presents a step-by-step outline of the procedures the teacher will use to meet the objectives and how the learning resources are to be used. The assignment and evaluation have several purposes, such as to give students opportunities to apply the concepts, skills and attitudes, to allow the teacher to give individual help and to provide opportunities for teachers and students to assess what has been learned.

The amount of information in a daily lesson plan will vary according to the activities planned.

Students should be informed of the purpose of every lesson. Teachers are encouraged to write the purpose or objectives on the chalkboard.

DAILY LESSON PLAN SAMPLE

Generalization or Key Understanding:
Topic:
Purpose/Main Idea: **Date:**

Lesson Objectives	Learning Resources/Materials	Methodology Strategies/Activities	Time (Minutes)
Concept:		Opener:	5-10 min.
Skills:		Development:	20-40 min.
Attitudes:		Closure:	5-10 min.
Evaluation: 5+ min. (will vary according to the nature, format and focus of evaluation)			

LEARNING RESOURCES

- Sections from the basic student resource, *Canadians in the Twentieth Century*, that may enhance student development include the following. Specific pages from the student resources are referenced in the suggested activities.

Chapter 8:	"The Seventies and Beyond", pp. 215-250.
Chapter 9:	"Toward the Twenty-First Century", pp. 252-260.
Chapter 10:	"The Government of Canada", pp. 262-288.

- Social Studies 16 *Program of Studies/Curriculum Guide* preamble and Theme A: Being a Citizen provide additional assistance to teachers when relating course content to real life experiences, applications across the curriculum and community partnerships.

- Print and non-print resources used in Social Studies 13, Topic B, may assist teachers when planning for instruction.

The learning resources listed below have been identified as potentially useful for Social Studies 16. Except where designated, these titles have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

FILMS/VIDEOTAPES (Many of the materials listed are available through regional resource libraries, see pp. 5 and 6. Teachers are encouraged to peruse and select for classroom use a variety of materials.)

- Canadian Government and Politics: Political Parties, ACCESS, 1984.
- Canadian Government and Politics: Pressure Groups and the Media, ACCESS, 1984.

PRINT MATERIAL

A supply of periodicals relating to social studies would be useful to supplement this unit, such as News for You and Canada and the World.

ORGANIZATIONS/AGENCIES

Teachers are encouraged to use print and non-print materials available through community resources, such as government offices, businesses, etc. (See pp. 6 and 7.)

SUGGESTED ACTIVITIES

1. Provide opportunities for students to organize their notebooks into sections, such as notes, assignment/homework schedule, vocabulary, journal, tests and review, etc.

2. Distribute copies of "Previewing a Resource" (see Process) and provide opportunities for students individually or in groups to become familiar with the print resources to be used throughout this thematic unit, such as the basic student resource, periodicals and newspapers. (Conference with the English 16 teacher and/or refer to the English 16 *Teacher Resource Manual*, Theme C: Media Madness and Reading Strand, for additional suggestions related to resource familiarity. See also Process, "Reading Rates".)

3. Provide opportunities for students to become comfortable in the classroom environment and familiar with the teacher and classmates through activities that promote success, active involvement and interaction. A combination of individual, partner, small group and whole class activities may be included. Teachers may refer to the SKILLS section, Participation, for additional assistance during initial planning stages (e.g., Participation, "Sociograms", "Self-Evaluation in Group Discussions", "Non-Verbal Cues" and "Dealing with Anger").

   a. Distribute appropriate paper or folders to enable students to begin a social studies folder/portfolio. Students will contribute assignments, tests, news articles, maps, etc., throughout the year. Arrange a specific shelf or file cabinet drawer for folder storage. (See Process, "Student Evaluation Record".)

   b. Write the title of the thematic unit on poster paper. Have students brainstorm their ideas on what "Being a Citizen" means to them. Record and post their responses. Provide opportunities for students to refer to, add to and/or modify their responses throughout this unit.

   c. Remind students that being a responsible citizen involves knowledge about the geography of Canada and other countries. Have provincial, national and world maps posted in the classroom and atlases available to students. Provide opportunities for students to use current issues in the news and complete related provincial, national or global mapping activities individually or in pairs. (See Process, "Mapping Activities" and "Current Affairs".)

   d. Have students map the school, a business section of the community, the area in which they live, etc., using symbols, legends, a grid system and an appropriate scale. (See Process, "Mapping Activities".)

   e. Organize a class walk throughout the community adjacent to the school. Provide opportunities for students to reflect on their impressions of the community through a variety of activities.
      - Have students draw and paint an abstract or real life mural of the area.
      - Have students develop small group collages portraying the social geography of the area.
      - Encourage students to develop a visual presentation of the community to be displayed in the school or in a community shopping centre, senior citizens centre, hospital, nursing home, etc.

   f. Provide opportunities for students to identify and locate human and other resources within the school and community that may provide information relative to the knowledge objectives addressed in this thematic unit (i.e., newspapers, telephone books, community billboards, local radio/television services, government offices).
      - Have students write or telephone representatives of community resources to request information that may be relevant to this thematic unit; e.g., representatives of political parties, branches of the government and government-related organizations. (See Writing, "Computers in the Writing Process".)

   g. Have students apply problem-solving/decision-making strategies to organize the classroom, determine bulletin board topics and organize displays; i.e., sections of the bulletin board for current events, maps, relevant posters, student original work; a social studies resource centre, etc. (See Inquiry, "Inquiry Models", "A Problem-Solving/Decision-Making Framework for I.O.P." and "Dealing with Anger".)

h. Provide opportunities for students to become familiar with classmates and develop interpersonal skills through discussion. Current issues and events focused on the school or reported in the media will provide topics for discussion. (See Participation, "Cooperative Learning", "Instruction In and About Small Group Discussions", "Non-Verbal Cues", "Discussion Gambits" and Process, "Current Affairs".)
   - Have students use a problem-solving model to identify a current issue, and brainstorm and develop alternative strategies for resolving the issue. Have students compare alternative resolution strategies with classmates and with the strategy identified in the media. (See Inquiry, "Inquiry Models", etc.)
   - Have students evaluate personal performance in discussion situations throughout the term. (See Participation, "Self-Evaluation in Group Discussions" and "Listening Survey".)

4. Provide opportunities for students to become actively involved in making classroom decisions. (See Inquiry, "Sample: A Model for Making Decisions.") Guide the decision-making processes to include the following five strategies:

arbitration	–	process whereby disputing parties present their points-of-view to an impartial individual who makes a decision
consensus	–	process involving general agreement
appeals	–	process of presenting a dispute to a higher authority; e.g., higher court
negotiation	–	process of settling a dispute through discussion
compromise	–	process in which each side in a dispute makes concessions.

   a. Have students develop a set of classroom rules, organize a field trip, develop a schedule for the computer or make decisions about community issues using one or all of the five strategies listed. Topics may include:
      - waste disposal
      - public transit services
      - gasoline prices
      - recreation facilities and events
      - parking facilities at school.

   b. Write the definitions of the five decision-making strategies listed above on index cards. (*Note: Teachers may expand the definitions provided.*) Have students organize themselves into five groups and distribute a card to each group. Have each group use the strategy on their card to make a decision about an issue.
      - Provide opportunities for groups to discuss the positive and negative factors of each strategy. Have one member of each group report on the process involved in using the strategy and the positive and negative factors. Have classmates make notes on the report and initiate discussion about each strategy. (See Process, "Note-Taking Strategies".)
      - Have each group develop a role playing activity to present to classmates in which the appropriate decision-making strategy is the focus of the activity.

   c. Provide opportunities for students to share examples of decision-making strategies used at home and at the workplace. Have students determine whether arbitration, consensus, appeals, negotiation and compromise occurred in the examples. (See Inquiry, "Sample: A Model for Making Decisions".)

   d. Have students attend a formal meeting of an organization, such as the Students' Union, school board or a meeting at the workplace. Have students observe, take brief notes and record activities involving arbitration, consensus, appeals, negotiation and compromise. Provide opportunities for students to share information with classmates in writing or orally. (See Process, "Note-Taking Strategies" and "Organizing for Writing and Speaking".)

5. Initiate a discussion with students about individual control/lack of control during the decision-making process. Have students make two columns in their notebooks and label them as indicated in the illustration below. Have students brainstorm in groups or as a total class and list situations in the appropriate columns. Provide opportunities for students to discuss and compare columns with classmates. Have students place their lists in their folders for future reference.
e.g.,

I have no/little control over these situations (I feel powerless)	**I have total/a great deal of control over these situations (I feel powerful)**
courses offered at school use of family car employment opportunities in community	spending personal income hairstyle, length, colour career selection

6. Have students select a situation over which they believe they have little control, such as "use of the family car". Ask the class to outline an ideal situation in which all involved parties are satisfied with the decision. Direct student responses to parallel a decision-making model, such as the model outlined below. (See Inquiry, "Sample: A Model for Making Decisions", "Inquiry Models" and "Inquiry and Social Studies Skills".)

DECISION-MAKING MODEL	**SAMPLE ISSUE: FAMILY CAR USE**
Understand the Issue	
• Identify the issue.	• How can I obtain increased use of the family car?
• Review what is known.	• I am 17 years old. • I have driven well for three years. • I have taken driver education.
Develop and Carry Out a Plan	
• Identify possible alternatives.	• Ask to have the car whenever I want it. • Take the car without asking.
• Gather, organize and interpret information (identify consequences).	• Wait until parents decide to increase time. • Ask to have the car for a specific activity.
• Make a decision.	• Decide to ask parents for the family car to take to the basketball game Thursday night.
Apply the Decision and Review	
• Act on the decision.	• Ask parents for the use of the car on Thursday, supporting your request with information gathered.
• Evaluate the appropriateness of the decision through time.	• What other decision or method may have resulted in equal, or greater success? • What procedure should be used to acquire additional time with the family car?

7. Administer to students "External Versus Internal Locus of Control" questionnaires (see Inquiry) on several occasions throughout the term and have students score their responses. Use the instructions and scoring information, and discuss the significance of student scores.
   i.e., Students who score high for "external locus" believe that they lack control over decisions and, therefore, lack responsibility for decisions and their lives.
   Students who score high for "internal locus" believe that they have control over decisions, and, therefore, assume responsibility for decisions and their lives.

8. Provide opportunities for students to apply decision-making processes used in government.

   a. Obtain a "Canada at the Polls" simulation kit and conduct a classroom election (available in English or French. To order, call toll-free 1-800-267-2380, or write Elections Canada, 440 Coventry Road, Ottawa, Ontario, Canada, K1A 0M6).

   b. Have students select a political party, group themselves according to selection, or have students select and debate a current issue, attempt to pass a bill through the House of Commons, conduct a political campaign, etc.

9. Inform students that individuals and groups have participated in and influenced the political decision-making process in Canada. Use Resource 1: A Brief Overview of the Political History of Alberta and provide opportunities for students to gather and report historical information related to the establishment of Canada's present federal system of government. (See Process, "Note-Taking Strategies", "Organizing for Writing and Speaking", etc., and Communication, "I-Search Report", "Computers and the Writing Process", "A Checklist for Assessing Writing" and "A Sequence of Speeches".)

   Note: *Students may experience difficulty relating to Canadian historical events and history in general. Teachers are encouraged to use a variety of strategies to enhance student understanding and appreciation of history, such as:*
   - *relate Canadian historical events to current events and issues*
   - *relate Canadian historical events to students' current activities*
   - *provide opportunities for students to examine the history of phenomena directly related to them, such as the history of the school, their family, rock music, music-related technology, television, film, videos, fashion, a specific sport*
   - *use a time line approach*
   - *use visual media such as films, filmstrips, picture sets, etc.*

   a. Refer to "Introduction", *Canadians in the Twentieth Century*, pp. 1-4 and have students complete the activity. Assist students to recognize that similar procedures may be followed when answering questions and solving problems, whether one is an historian, a detective, or a student. Generate with students a problem-solving model and post on the classroom wall as a visual reminder to students of strategies that may be used when gathering and reporting information.

   b. Have students individually or in small groups select an historical topic, individual, or group to research and report to classmates through a written, oral and/or a visual presentation. (Teachers are encouraged to refer to materials in the Process, Communication and Inquiry generic sections when planning research activities.)

   Note: *Students may require varying degrees of assistance during an initial research/report activity. Encourage independence, yet be prepared to provide assistance and encouragement throughout the process. Conference with the English 16 teacher for additional information.*

- Have students develop a research plan using process, communication and participation skills. (See Resource 2: Research Work Plan.)

  Students will use:

  PROCESS SKILLS to locate, gather, organize, interpret, analyze, synthesize and evaluate information and strategies.

  COMMUNICATION SKILLS to express and present information and ideas through oral, visual and written language.

  PARTICIPATION SKILLS to interact with others when developing group materials.

  Refer to the respective generic sections for additional suggestions and activities that will assist in the reporting process, such as Inquiry, "Reading Rates", "Note-Taking Strategies"; Communication, "Vocabulary for Organizing, Speaking and Writing", "A Sequence of Speeches", "The Writing Process", "Writing a Report", "I-Search Report", "A Biographical Report", "Computers and the Writing Process", "Peer Feedback"; Participation, "Cooperative Learning", "Instruction In and About Small Group Discussions".

- Provide opportunities for students to gather information using library resources such as periodicals, reference books, encyclopedias, atlases, audio-visual materials. Encourage students to use a variety of methods to gather information including writing letters, interviewing and surveying.

- Assist students to select and/or develop a strategy for organizing information. (See Process, "Organizing for Writing and Speaking" and Inquiry, "Semantic Webs and Maps".)

- The following topics and page numbers from *Canadians in the Twentieth Century* may be useful to initiate research/report activities.

Topic	Page Numbers
Working Conditions	11-15, 66-67, 108-114
Political Leaders – Laurier – Bennett – Trudeau – Mulroney	 21-30 114-118 217-228, 249 252-253
Women	51-52, 85-90, 230-233
Automobiles	77-78, 170-172
Teenagers	81, 184-189, 192-198, 228-230
Entertainment	82, 199
Political Parties	118-123
Television	198
Native People	233

- During the development of the research plan, students will have determined the reporting mode; i.e., a written report, an oral presentation, a visual presentation, an oral/visual presentation, a dramatization, a demonstration, a poem, etc. Provide opportunities for students to organize for reporting and report their information.

- Teachers are encouraged to make use of checklists and peer response sheets when classmates are reporting (see Communication, "Peer Response Sheet", "Viewing Response Sheet", "A Checklist for Assessing Writing" and "Peer Feedback".)

- Refer to Resource 3: The Famous Five and have students use this information to initiate a case study or biographical report about women in Alberta politics. (See Communication, "A Biographical Report".)

10. Encourage students to watch television newscasts and read current news items in the newspapers. Select a current piece of legislation of interest to students and use Process, "Questioning Strategies" and Participation, "Forming Questioning Chains" to model and/or elicit questions, such as:
    - What level of government is attempting to pass this legislation?
    - Will it affect all levels of government? How?
    - Will this legislation influence our lives? How?
    - What institutions in our society will be influenced by this legislation?
    - Give your opinion regarding positive or negative results of this legislation.

11. a. Distribute and have students complete Resource 4 as a pre-test or use Resource 4 to initiate discussion about the responsibilities and powers of the three levels of government. Have students file responses in their folder. Administer the resource as part of the evaluation process at a later date and have students compare results.

    b. Refer to Resource 5 and use the information to assist students to understand the importance of the levels of governments and their respective responsibilities. Have students relate government responsibilities to personal home/school responsibilities.
        - Encourage students to bring to class media items and categorize the issue according to the level of government responsible.

    c. Refer to Resource 6 and provide opportunities for students individually or in small groups to complete the activity.

12. a. Encourage students to view, read and listen to the media and bring to class information about federal and provincial political parties and their points of view on current issues. Have students chart and discuss gathered information.

    b. Provide opportunities for students to present personal opinions about current issues orally or in writing. (See Communication, "A Sequence of Speeches" and "An Opinion Report".)

13. View a film or videotape, such as "Canadian Government and Political Parties" and use the information to reinforce the concepts of party systems and representative government. Also, discuss the importance of different viewpoints in making political decisions.

INTEGRATION ACROSS THE CURRICULUM

MATHEMATICS

- Have students hold plebiscites periodically to determine perceptions about their program, their school, or their community. Examples:

  - Are your present courses challenging you? Yes _____ No _____
  - More community partnerships would increase the value of my program. Agree _____ Disagree _____

  Provide opportunities for students to graph and/or chart results.

ENGLISH

- Have students compose letters to the leaders or representatives of political parties asking for information about party views on society and economics. Compare.
- Discuss the influence persuasive language used by politicians and media may have on decisions made by individuals. (See English 16 *Teacher Resource Manual*, Theme C: Media Madness.)
- View the videotape, "Canadian Government: Pressure Groups and the Media". Discuss the influence the media may have on society.
- Invite an MLA to discuss the process involved in instituting legislation (e.g., seat belt legislation).
- Invite the Ombudsman to discuss his or her role in the provincial government.

COMMUNITY PARTNERSHIPS

- View and analyze current news programs such as "Fifth Estate" and "W-5". Focus on the social, economic, and political viewpoints and the influence of these on decision making.
- Invite a member of each political party (PC, NDP, Liberal, Reform, etc.) to take part in a panel discussion about a current issue; e.g., abortion, new tax laws, capital punishment, provincial autonomy, labour laws, children's rights.
- Interview community members to establish their perceptions of the viewpoints of the political parties on major issues such as:
  - capital punishment
  - abortion
  - free trade
  - day-care
  - government control over industry
  - tax laws
  - labour.
- Ask students to interview various teachers or co-workers regarding decision-making processes. Begin this activity with a brainstorming exercise in which the class contributes potential questions.
- Invite guest employers and employees to discuss decision-making processes within their workplaces.
- Attend a political rally, school meeting, town/city meeting, etc., to increase student awareness of democratic decision making. Discuss the positive aspects, negative aspects and interesting parts of the meeting. (See Process, "de Bono's Tools for Teaching Thinking", PMI.)
- Elect a room representative to attend students' union meetings and report to the class on upcoming activities, etc. Follow election procedures involving: nominating candidates, organizing a campaign, delivering speeches, voting and counting, and evaluating the procedure and success of the winning candidate.

Resource 1

A BRIEF OVERVIEW OF THE POLITICAL HISTORY OF ALBERTA

COLUMN 1: 1867 - 1897

1897 – Yukon Gold Rush. Edmonton became similar in size to Calgary. Responsible government approved by Ottawa.

1891 – N.W.T. Legislative Assembly received power similar to the provinces (under the 1912 BNA Act). F.W.G. Haultain appointed premier.

1890 – CPR track linking Calgary to Edmonton.
Calgary was dominant commercial centre.

Late 1880's – Worldwide depression.

1888 – North-West Territories Legislative Assembly established, 22 elected members (7 from Alberta).

Mid 1880's – North-West Mounted Police established Fort Edmonton and Fort Calgary.

1884 – Ranching grew – Cochrane Ranch Company, North-West Cattle Company, Cypress Cattle Company.

1883 – Natural gas discovered in Medicine Hat; coal mined in Crowsnest Pass, sawmills.
Frank Oliver became first Alberta representative on Council. District of Edmonton established.

1881 – Population of Alberta – 6000 native Indians, 1500 whites and Metis.

1872 – Dominion Act – free quarter of land to homesteaders.

1869 – North-West Territories Act – Transfer of government to Canada. William McDougall appointed Lieutenant-Governor, Council of 7 to 15 people.

1867 – Alberta was part of North-West Territories controlled by Hudson's Bay Company. Fur trade with Native Indians and Metis.

COLUMN 2: 1901 - 1914

1914 – Outbreak of WW1.

1912 – September 3, Legislature Building officially opened.

1910 – Arthur Sifton replaced Rutherford after he resigned over monies guaranteed to railroads.

1909 – A.C. Rutherford won Alberta's second election (Liberal, 37 of 41 seats).
United Farmers of Alberta Party organized.

1906 – March 15, Alberta's first Legislative Assembly, McKay Avenue School, Edmonton. Made decisions about speed limits for motor vehicles (20 m.p.h.), the creation of the University of Alberta, Edmonton as capital city and specific site of Legislature Building.

1905 – Nov. 9, Alberta's first provincial election. A.C. Rutherford becomes Premier (Liberal, 23 of 25 seats). Edmonton, Banff, Calgary, Red Deer and others competed for provincial capital.
Alberta and Saskatchewan became provinces when Sir W. Laurier, Prime Minister, passed the Alberta Act and Saskatchewan Act.

1901 – Alberta population 73,022.

COLUMN 3: 1916 - 1943

1943 - 1968 – "The Manning Years" – Six successive election victories (Social Credit Party)
- economic growth (oil)
- efficient management
- population increase to 1.6 million
- Calgary is centre of oil industry
- hospitals, senior citizens lodges, provincial buildings, schools developed.

1947 – Oil discovered in Leduc.

1943 – Aberhart's death resulted in Manning becoming Premier.

1935 – W. Aberhart elected Premier (Social Credit Party).

1926 – J.E. Brownlee became Premier (UFA, 43 of 61 seats). Brownlee resigned over seduction of secretary.
William Aberhart and Ernest Manning organized Social Credit party and promised $25.00 per month credit during the depression.

1922 – Radio arrived in Alberta.

1921 – Robert Greenfield, farmer, led United Farmers of Alberta Party to victory (UFA, 39 of 61 seats).

1917 – Sifton elected and resigned shortly after and was replaced by Charles Stewart. Women elected to serve as Members of the Legislature (first time in Canadian or British Assembly).

1916 – Women in Alberta given the right to vote due to lobbying of Nellie McClung, Emily Murphy, Louise McKinney, Irene Parlby and Henrietta Muir Edwards.

COLUMN 4: 1968 - 1988

1988 – March. P.C. won election. (Seats – P.C. 59, N.D.P. 16, Liberal 8.)
Don Getty failed to win in his riding, but regained a seat through a by-election in Stettler.

1986 – Progressive Conservative Party won election (Seats: P.C. 61, N.D.P. 16, Liberal 4, Representatives 2.)

1985 – Lougheed retired, replaced by Don Getty.

1971 – Peter Lougheed (P.C.) defeated Manning's successor, Harry Strom. Premier for 15 years.
- became involved in national affairs – constitutional and economical
- initiated Alberta Heritage Savings and Trust Fund
- organized health, social service programs
- appointed first treaty Indian, Ralph Steinhauer, and first female, Helen Hunley, as Lieutenant-Governors
- promoted diversity – oil, gas, agriculture.

1968 - 1971 – Social Credit Party led by Harry Strom after Manning's death.

Resource 2

RESEARCH WORK PLAN

The work plan may be used when students are involved in individual or group reporting activities.

Topic: _____ Date: _____ Completion Date: _____

Step A: Locate and Gather Information

1. Select sources and methods.
   e.g., Sources – telephone book, library, related institutions, employees, government agencies, newspapers, journals, books, television, radio.
   Methods of gathering information – personal interviews, field trips, telephone calls, surveys, writing letters of request.
2. Determine the tasks of each group member in order to complete Step A.

Step B: Organize Information

1. Make notes on gathered information
   - paraphrase
   - identify key words, main ideas.
2. Cluster information for a clear presentation
   - outline format
   - semantic web.
3. Develop or locate visuals (graphs, charts, films, pictures, etc.).

Step C: Prepare for Presentation

1. Determine who will present and time frame for the presentation.
2. Determine presentation format.
3. Select appropriate visuals.
4. Anticipate questions and prepare answers.

Step D: Present Information and Answer Questions

Presentation modes may include:
- written report
- oral presentation
- demonstration
- oral/visual presentation.

Step E: Evaluate

1. Determine who will evaluate:
   - self, peer and/or teacher.
2. Determine what will be evaluated:
   - content, organization, group work plan, visuals, interaction.
3. Determine evaluation format/instrument.
4. Determine method of providing evaluation feedback.

See Communication and Participation in the skills section of this document for additional activities and strategies.

Resource 3

THE FAMOUS FIVE

Purpose: To investigate how five Alberta women influenced decision-making processes in Canada.

The BNA Act, 1867, did not recognize women as "persons". Until 1929, "persons" in Canadian Law referred only to men. Therefore, women could not become members of the Senate. Some individuals in Canada were challenging decisions made that allowed women to run for elected office and become judges in Canadian and provincial courts. In 1917, Alberta provided the opportunity for women to run as MLAs for the first time in Canadian or British history.

Five Alberta women were determined to change Canadian Law to allow women to be recognized as persons in Canada and, thus, become members of the Senate – Emily Murphy, Nellie McClung, Irene Parlby, Louise McKinney and Henrietta Muir Edwards initiated legal action intended to amend the interpretation of "persons" to include women.

The Supreme Court of Canada ruled against the change, stating that the BNA Act was to be interpreted and judged by the standards of the age in which it was passed.

The "Famous Five" appealed the decision with the assistance of financial support from the Alberta government. The appeal is recognized as the "Person's Case" and the judge ruled for the change. He stated that an act must be interpreted and judged in reference to the present. Therefore, since 1929, "persons" in Canadian Law means men and women.

The Famous Five included:

Emily Murphy	– one of the first women in the British Empire to be appointed a magistrate – wrote two books: *Janey Canuk of the West* (semi-autobiographical) and *The Black Candle* (drug traffic) – Emily Murphy Park in Edmonton is named after her.
Nellie McClung	– one of the original suffragettes who initiated legislation allowing women the vote in Canada – elected to the Alberta legislature in 1921.
Irene Parlby	– lived in Alix, Alberta – founded the United Farm Women of Alberta – became Canada's second female cabinet minister in 1921.
Louise McKinney	– a teacher in Claresholm, Alberta – became an MLA in 1917.
Henrietta Muir Edwards	– lived in Calgary – wrote *The Legal Status of Canadian Women* – organized the forerunner to the YWCA – an artist who specialized in miniature paintings on China.

Resource 4

LEVEL OF GOVERNMENT AND LAW LEGISLATION

Use a checkmark to indicate which level of government is responsible for the following:

	Municipal	Provincial	Federal
1. Fish and Wildlife			
2. Health Care			
3. Natives			
4. Public Education			
5. Alcohol			
6. Universities			
7. Drug Laws			
8. Language			
9. R. C. M. P.			
10. Driving Laws			
11. Parks System			
12. Road Building			
13. Pet Laws			
14. City Police			
15. Immigration			
16. Human Rights			
17. Traffic			
18. Murder Trial			
19. Railways			
20. Telephone			

Resource 5

DIVISION OF POWER IN CANADA

CONSTITUTION ACT, 1867

FEDERAL POWERS	PROVINCIAL POWERS	MUNICIPAL POWERS
• trade and commerce • unemployment insurance • taxation (any mode) • postal service • navigation and shipping • fisheries • banking • patents and copyright • Indian Affairs • citizenship • criminal law and procedure • divorce • old age pensions • family allowances • national defense • foreign affairs • penitentiaries	• direct taxation for provincial purposes • property and civil rights • licensing • solemnization of marriage • provincial courts • civil procedure • natural resources • labour and trade unions • education • hospitals • provincial reformatory prisons • all local and private matters • nature in the province • municipal institutions the Province of Alberta has delegated some law-making power to municipal councils	• property taxes • school taxes • police departments • fire departments • sanitation • public transportation • roads and streets • parks • water and electric power, etc.

Resource 6

CULMINATING ACTIVITY: GOVERNMENT STRUCTURE AND FUNCTIONS

Purpose: The purpose of this activity is to enable students to:

- use inquiry strategies and creative thinking skills
- apply communication and participation skills
- become responsible citizens
- select and use historical or current events.

Objectives: The learner will be expected to:

- demonstrate the use of a decision-making model to determine a course of action on an issue
- synthesize knowledge of government and politics
- demonstrate his or her understanding of government and politics
- develop and demonstrate communication and participation skills
- relate current/historical events to the study of government and politics
- use creative thinking skills
- develop an attitude of appreciation for the importance of awareness and involvement on the part of citizens in a democracy.

Time Required: This activity is designed for 2-3 class periods. Time should be extended if a research component is included.

Activity: The activity is group-based. Students will prepare a position on an issue and determine an appropriate means for taking political action. (See Participation, "Cooperative Learning".)

Note: ***Students will have acquired knowledge about basic aspects of the structure and function of the federal government, have some knowledge of political processes and be familiar with a decision-making model.***

Students should be organized into groups of three or four.

1. Each group is responsible for determining an issue. Issues may be based on current events or historical situations.

   e.g.,
   - Should stores remain open for Sunday shopping?
   - Was the government justified in passing seat belt legislation?
   - How did the railroads influence the Canadian west?

2. Each group is responsible for identifying and using a decision-making process or model to establish a position or action plan on the issue.

3. A research component may be involved at this point.

4. Each group is required to determine one aspect of the political process by which action could be taken.

   e.g.,
   - The party in power could propose legislation.
   - The opposition in parliament could debate against a proposed legislation.
   - An interest group could take action to present their position.
   - The media could edit the story and present it to readers (viewers, listeners).
   - A concerned citizen could take appropriate action, such as write a letter, demonstrate or campaign.

5. Provide opportunities for students to prepare for "political action" and demonstrate the action. Teachers are encouraged to guide students, but also allow for student choice.

   The "political action" component constitutes the preparation and presentation of materials appropriate to the issue and selected aspect of the political process. For example, a speech that represents the introduction of a Bill in the House of Commons could be written and presented.

   This activity provides opportunities for students to demonstrate understanding and skills, and accommodates individual differences in terms of interest and creative expression.

Evaluation: The five components of this activity may be evaluated: the issue, the decision-making process, the research, the aspect of the political process and the political action.

The way in which each component and student is evaluated, and the marks assigned to each, are best determined by the individual teacher.

THEME B: YOU AND THE LAW

OVERVIEW

Participatory citizenship involves the individual's ability to recognize and exercise rights, privileges and responsibilities. Students will recognize that responsibilities relate directly to rights and privileges and that specific laws are designed to reduce discrimination, prejudice and intolerance. Students will examine human rights and some related laws, and complete a case study about the rights of members of a minority group.

PURPOSE: The purpose of this thematic unit is to enhance student ability to:

- recognize and understand basic human rights
- recognize the relationship between the needs of individuals and the needs of society
- respect the worth of self and others
- relate laws to the rights and responsibilities of individuals and society.

Students will answer the following questions in this thematic unit:

- What are basic human rights?
- What responsibilities are associated with some basic human rights?
- How do rights and responsibilities relate to specific laws?
- What changes have occurred in Canada and the province that relate to basic human rights?
- What are privileges and how do they relate to rights, responsibilities and laws?
- What can individuals do to reduce personal and community human rights infringements, such as discrimination and prejudice?

COOPERATIVE PLANNING will facilitate integration of knowledge, skills and attitudes across the curriculum. Joint teacher planning will also ensure reinforcement of problem-solving and decision-making strategies and consistency of expectations.

COMMUNITY PARTNERSHIP opportunities exist throughout this thematic unit. Teachers are encouraged to:

- bring the **community into the classroom** using guest speakers, newspapers, periodicals, films, videotapes, government/business publications, etc.
- take the **classroom to the community** through visits to provincial courts, social services, work experience, etc.

Although schools do not have sole responsibility for developing ethical and moral characteristics in students, educators influence student thinking and play a significant role in support of other institutions in society. Development of the following ethical and moral characteristics are emphasized in this thematic unit. The following list* is not definitive, but may assist to develop positive attitudes toward tolerance and understanding.

Students are expected to display increased:

commitment to democratic ideals	– displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country
fairness	– behaves in an open, consistent and equitable manner
forgiveness	– is conciliatory, excusing; ceases to feel resentment toward someone
honesty	– is truthful, sincere, possessing integrity; free from fraud or deception
kindness	– is generous, compassionate, understanding, considerate
loyalty	– is dependable, faithful; devoted to friends, family and country
respectfulness	– has respect for the opinions and rights of others, and for property
responsibility	– accepts responsibility for own actions; discharges duties in a satisfactory manner
tolerance	– is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.

LEARNING OBJECTIVES

The learning objectives of this thematic unit are listed in the chart on the following page. Teachers are encouraged to identify current abilities and needs of students and organize for instruction accordingly.

Knowledge, skill and attitude objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously.

* *Guide to Education, Senior High School Handbook*, 1990-91, p. 8.

KNOWLEDGE OBJECTIVES

The generalizations and key understandings, concepts and facts listed within this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives**. The concepts, related facts and content are to be developed and used to facilitate an understanding of the generalizations and key understandings.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Students will be expected to understand that: • citizenship in a democratic society is based upon individuals and groups recognizing and exercising rights and responsibilities • laws of a country relate to the needs, rights and responsibilities of individuals and society • rights and responsibilities continue to change and specific rights and responsibilities are associated with aspects of Canadian society such as marriage, divorce, contracts • current affairs presented in the media may provide insight into the rights, responsibilities and privileges of self and others	Students will be expected to develop an understanding of the following concepts: responsibilities rights discrimination prejudice tolerance	Students will be expected to use the related facts and content to develop the generalizations, key understanding and concepts: Examples of familiar laws and regulations associated with school, workplace and community; e.g., traffic laws, illegal substance laws, laws associated with discrimination at the workplace; regulations at the workplace dealing with hours, wages, safety standards, etc. Define/distinguish between laws, regulations and privileges. Relevant sections of/or information related to: • Canadian Charter of Rights and Freedoms • Individual Rights Protection Act • Alberta Human Rights Commission • legal system. Legal/human rights organizations in the community. Case study, using a current/recent issue about one of the following: • children's rights • disabled persons' rights • cultural minority rights • aboriginal rights • women's rights • language rights.

SKILL OBJECTIVES

The skills component of the program enables students to develop and apply process, communication and participation skills, as well as inquiry strategies. Social studies skills are integrated in the suggested activities listed in this thematic unit. Throughout this unit, students will be expected to develop the ability to use:

PROCESS SKILLS to:
- gather, identify and use relevant information from various sources
- analyze and evaluate a variety of solutions to a problem
- organize information/material in preparation for a specific task.

COMMUNICATION SKILLS to:
- speak effectively in presenting a point of view.

PARTICIPATION SKILLS to:
- interact and work effectively with others in a variety of group settings.

INQUIRY STRATEGIES to:
- examine the processes whereby decisions affecting themselves and society are made
- use appropriate inquiry models.

ATTITUDE OBJECTIVES

The attitude objectives of the program relate to ways of thinking, feeling or behaving and are developed through a variety of learning experiences that encompass knowledge and skill objectives. The development of positive attitudes needed for responsible citizenship is a gradual and ongoing process. Throughout this thematic unit, students will be expected to:
- develop an appreciation of the responsibilities inherent in the democratic way of life
- develop a willingness to accept responsibility for the consequences of one's actions
- develop an appreciation of and a respect for the rights of self and others.

LEARNING RESOURCES

- Sections from the basic student resource, *Canadians in the Twentieth Century*, that will enhance the learning objectives are:

> Chapter 10: "The Government of Canada", pp. 230-239.
> Chapter 11: "The Law and You", pp. 289-321.

- Social Studies 16 *Program of Studies/Curriculum Guide* preamble and Theme B: You and the Law will assist teachers when relating content to life skills, applications across the curriculum and community partnerships.

- Teachers are encouraged to obtain copies of the following to enhance student development:

  The Canadian Charter of Rights and Freedoms - A Guide for Students and The Canadian Charter of Rights and Freedoms - Teacher's Manual, Secretary of State, Government of Canada.

  Human Rights in Alberta. Alberta Human Rights Commission.

- Selections from the generic SKILLS section of this *Teacher Resource Manual* are referenced throughout this thematic unit to enhance student development.

OTHER RESOURCE MATERIALS

PRINT RESOURCES

Alladin, Ibrahim. "Teaching for Global Awareness", The ATA Magazine. 69, 4, May/June 1989. (This issue contains a variety of articles suitable for this theme.)

Anderson, Bonnie S., and Judith P. Zinsser. *A History of Their Own: Women in Europe from Prehistory to the Present* (2 volumes). New York: Harper and Row, 1988-89.

Armstrong, Sally. "Discrimination: What's Gone Wrong with Human Rights in Canada?", Canadian Living, October 31, 1987.

Atkinson, Paul. "What's the State of Our Constitution?", Resource News, December, 1986.

Ferguson, Margaret. "Chartering the Future", Resource News, December, 1986.

Flaherty, Peter. "History and/or Her Story: One Man's Thoughts on Learning and Teaching Women's History in High School", The History and Social Science Teacher, 25, 1, Fall 1989.

Prentice, Alison, Paula Bourne., Gail Cuthhert Brant, et al. *Canadian Women: A History*. Toronto, Ontario: Harcourt Brace Jovanovich, 1988.

Sherbaniuk, Robert. "Canada's Charter", Resource News, December, 1986.

Sherbaniuk, Robert. "L.E.A.F.", Resource News, December, 1986.

University of Alberta Law Students. *Under 18 You and the Law*. Student Legal Services, University of Alberta, Edmonton, Alberta.

University of Saskatchewan. *Women in Alberta and Saskatchewan History (WASH)*. Dept. of History, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

NON-PRINT RESOURCES (Many of the materials listed are available through regional resource libraries, see p. 6.)

A Day in the Night of Jonathan Mole (film). NFB

After the Big One – Nuclear War on the Prairies (video). NFB

Bill Cosby on Prejudice (film). ITE

Dene Nation (film). RF

Human Rights, Human Wrongs (video). Canadian Living, P.O. Box 220, Oakville, Ontario, L6J 5A2.

Human Rights Video Series. NFB:
- Part I, *Human Rights Are Your Rights*
- Part II, *Our Freedoms: Myths and Realities*
- Part III, *A Struggle for Independence*
- Part IV, *Standing Up for Your Rights*

National Geographic Specials: Bushman of the Kalahari (video). NGS

New Canadians (video). BFP

The Newcomers: Prologue (Native Peoples) (video). IMP

North American Indian Legends, (film). HRW

ORGANIZATIONS/AGENCIES (Telephone numbers and addresses may be located in telephone directories.)

Alberta Consumer and Corporate Affairs
Alberta Human Rights Commission
Alberta Teachers' Association, Global Education Project
Alberta Social Services: Prevention of Family Violence, Sexual Assault Centre, Probation Offices
Alberta Status of Women Action Committee
Canadian Advisory Council on the Status of Women
Canadian Committee on Women's History, National Archives of Canada, Room 326, 395 Wellington Street, Ottawa, Ontario, K1A 0N3
Canadian Council on Children and Youth
Child Abuse Hotline Zn 1234
Crisis Line
Dial-a-Law, Calgary
Local Family and Community Support Services
University of Alberta: Legal Aid Services, Legal Resource Centre

Copies of or excerpts from various Acts may be useful, such as the Child Welfare Act, Divorce Act, Young Offenders Act, and the School Act.

SUGGESTED ACTIVITIES

1. Introduce this thematic unit using a variety of activities designed to enhance student understanding of basic human rights, responsibilities and privileges.

Note: The following activities provide opportunities for students to make group decisions using strategies, such as:
- *majority rule, consensus, arbitration, compromise, negotiation, appeals, etc. (See Theme A, Activity 4.)*
- *develop a set of rules and recognize the importance of rules to the successful completion of a game/activity.*

Refer to the Participation section for background information about group work, interpersonal development, cooperative learning, dealing with anger, etc.

a. Have students organize themselves into groups of three or four. Distribute to each group a deck of cards and have students develop an original card game and write down the game rules. Remind students that the rules for the game must be thorough and clear. Provide opportunities for each group to share with classmates the game and the process used to make group decisions.
   - Teachers may provide each group with games materials that differ from those of other groups, such as a computer disk, a game board, a set of dice or a piece of physical education equipment.

b. Initiate discussion about the rules and procedures required to develop a new game and the need for rules and procedures to establish the guidelines for the game.

c. Have students relate the decision-making strategy to the rights of individuals within the group. Use the following to enhance discussion:
   - Did everyone have an opportunity to contribute to the discussion?
   - Was the contribution of each member listened to and respected?
   - If voting was part of the decision-making strategy, was private voting used and did each member's vote count equally?

d. Provide opportunities for students to determine a method of monitoring the game and dealing with individuals who fail to follow the rules. Relate the monitoring system to Canada's judicial and policing systems. (See *Canadians in the Twentieth Century*, pp. 301-315.)

e. Provide opportunities for students to identify and discuss responsibilities of:
   - group members: to listen to others, to respect the opinion of others, to wait one's turn before speaking, and to contribute knowledgeably to the group
   - group leaders: to listen, to paraphrase/clarify, to keep discussion on task, to provide every member with opportunities to contribute, and to resolve conflicts
   - game players: to follow the rules, to respect the rights of others, and to resolve conflicts appropriately.

f. Refer to self- and peer-evaluation forms in the Skills section and provide opportunities for students to evaluate participation in group situations.
   e.g., Process, "Listening Response Sheet"
   Participation, "Self-Evaluation in Group Discussions", "Listening Survey", "Verbal Non-Listening", etc.

2. a. Assist students to define and differentiate between rights and privileges. Make a class chart of general rights and privileges.
   - Rights – a set of laws based on basic human needs in a democracy; physical, safety and emotional needs
     – a just claim; legally, morally or traditionally.

- Privilege – an advantage not enjoyed by everyone
  – not a basic right, but an addition; a want rather than a need.

b. Encourage each student to compile a chart of rights or privileges for family members. Compare the individual student charts. Students may find that their rights are fairly similar, whereas privileges may differ greatly within the family. Discuss reasons for their inconsistencies.

	RIGHTS	PRIVILEGES
Mom		
Dad		
Brother(s)		
Sister(s)		
Self		
Grandparents		

3. Assist students to recognize that rights and privileges are accompanied by responsibilities.
   e.g., Individuals have the right to select and play music, but the responsibility to play it so as not to disturb others.

   a. Have students use brainstorming, interviews, etc., to complete a chart outlining individual rights, privileges and responsibilities associated with various activities. (Refer to *Canadians in the Twentieth Century*, pp. 286-287.)

RIGHTS	PRIVILEGES	RESPONSIBILITIES
Freedom of speech	Forming and stating a personal opinion	Expressing opinions that are not discriminatory
Use of public property	Using public recreational areas	Cleaning up after oneself in public recreational areas
Security of property	Renting an apartment or house according to personal needs and preference	Taking appropriate precautions to secure residence; e.g., locks, alarm system
Ownership	Purchasing and driving an automobile suited to personal needs and preference	Driving the vehicle according to laws and regulations

   b. Provide opportunities for students in small groups to develop posters illustrating rights, privileges and responsibilities. (See Participation, "Cooperative Learning", "Instruction in and About Small Group Discussions" and "Sociograms".)

   c. Provide opportunities for students to view a film about law (e.g., "Trouble with the Law"). Have students discuss the importance of the rights of the individual and the rights of society when making and enforcing laws.

d. Provide opportunities for students to gather relevant data and discuss, present, or debate issues relating to: "Which is more important, rights of the individuals or rights of society?" Use specific topics, such as:

RIGHTS OF INDIVIDUALS	VERSES	RIGHTS OF SOCIETY
Right to smoke	vs.	Right to clean air
Right to drive	vs.	Right to quiet and safe streets
Right to dress according to personal taste	vs.	Right to prohibit entrance of inappropriately dressed patron to restaurant

e. Have students select a specific topic and write an opinion report (see Communication, "An Opinion Report") based on individual vs. societal rights.
   - Refer to items in the Inquiry Strategies section, such as "Critical/Creative Thinking Strategies", "Semantic Webs and Maps" and "Teaching a Thinking Strategy", and provide opportunities for students to apply various strategies to current issues and various tasks.

4. Use a variety of strategies that will initiate student thinking and enhance student understanding of laws and the influence of laws on their lives and the lives of others. (See Inquiry, "Inquiry and Social Studies Skills".)

   a. Have students brainstorm "rules" that apply at home or at school and record these on an overhead or the chalkboard.
      e.g., School Rules
      Students are required to:
      - attend school regularly
      - telephone if they cannot attend
      - complete homework
      - listen to the teacher
      - come to class on time
      - pay school fees
      - walk in hallways
      - take courses required for Certificate of Achievement.

   b. Have students distinguish the rules relating to legislation (laws) and the rules that are based on school policies and regulations.

Legislation	School Policies/Regulation
Children are required by law to:	School policies and regulations require students to:
- attend school until the age of 16	- complete homework
- take appropriate courses to receive a Certificate of Achievement	- telephone if unable to attend class listen to the teacher

   c. Provide opportunities for students to discuss and define laws and regulations.

      LAWS: Rules established and enforced by a government.
      - Students are required by law to attend school until the age of 16 years.
      - Students are required by law to take specific courses and earn a minimum number of 80 credits in order to receive a Certificate of Achievement.

REGULATIONS: Rules regarding acceptable behaviour, which are established by authority to control or direct conduct.

- Schools or school jurisdictions may establish regulations such as:
  - students, parents, or guardians are required to telephone the school when a student is absent
  - students are required to come to class on time
  - students are required to respect property and the rights of others.

5. a. Refer to "Life Without Laws", *Canadians in the Twentieth Century*, p. 290. Use this selection to initiate brainstorming and discussion about life without laws.
   - Provide opportunities for students to read stories, view films and discuss societies without laws or with laws that are different from our laws (e.g., *Lord of the Flies* (film/novel), *The Desperate People,* (novel), *Dene Nation* (film).
   - Have students write stories about societies without laws or with laws different from our present laws. (See Communication, "RAFTS", "Semantic Webs and Maps".)

   b. Provide opportunities for students, individually or in small groups, to develop a cartoon, joke or riddle focussing on life without laws.

   c. Encourage students to bring to class current media articles relating to laws, and initiate discussion or writing activities about the focus of the article. (See Process, "Current Affairs".)

   d. Refer to Social Studies 16, *Program of Studies/Curriculum Guide*, Attitude Objectives, (p. 35) and *Canadians in the Twentieth Century*, "Some Canadian Laws" and "Our Laws and Our Values" (p. 291). Assist students to become aware of the relationships among laws, values and attitudes. Encourage students to realize that laws may change as the attitudes and values of society change, but that basic rights rarely change. Review recent laws and the values/attitudes that have influenced the laws:
   e.g., non-smoking laws
   abortion law
   pollution and waste disposal laws.
   - Have students make a flow chart of the government institutions involved in making and enforcing laws.
   - Provide opportunities for students to select a recently passed or pending law and role play the various stages involved in passing legislation and enforcing the law.

   e. Laws and regulations may change in response to changing values, and individuals may have difficulty accepting changes. Encourage students to survey parents, guardians or community members to gather information about changes that have occurred since they were teenagers. Topics may include:
   - clothing
   - recreational activities
   - vehicles
   - privileges/freedoms
   - schools, educational expectations
   - attitudes toward minority, cultural groups, women, disabled individuals , etc.
   - food and food preparation
   - technology - household appliances, workplace innovations.

- Encourage students to have survey participants provide their opinions about the changes. e.g.,

Change	Examples	Opinions		No Opinion
		Approve	Do not Approve	
Clothing	• skirt lengths vary • acceptability of males and females wearing jeans			

- Distribute a familiar game to each group, have students change several rules/procedures and play the game. (See Inquiry, "Sample: A Model for Making Decisions".) Initiate discussion, using the following:
  - How did the group decide upon the rule/procedure changes (majority rule, arbitration, negotiation, consensus, compromise)?
  - Did you have difficulty applying the new rules/procedures?
  - What decision-making model was used?

f. Have students write their views on the need for laws in their journals (see Communication, "Journal Writing").

6. a. Refer to Chapter 11, *Canadians in the Twentieth Century*. Read and discuss with students the case studies presented in the resource.
   - Use an appropriate strategy, such as a flow chart, to outline the procedures from arrest to the sentencing of an individual accused of breaking criminal law, civil law.
   - Encourage students to follow a criminal case portrayed in the media. Identify each stage and the individuals/groups involved during the legal process. (See Resources 1 and 2.)

   b. Refer to *Canadians in the Twentieth Century* (p. 298), and The Young Offenders Act and assist students to become aware of the rights and responsibilities of young offenders.

   c. Have students organize themselves into two groups and assign each group a case based on criminal law, civil law, or family law. Provide opportunities for students to role play a case beginning with the arrest through to the judge's decision. Include an appeal if possible. Students would role play the defendants, plaintiffs, court reporters, lawyers, judge, members of the media, police officers, etc. (See Resources 1, 2 and 3.)
   - Videotape the scenarios for future classroom use and place them in the library for general school use. Invite another class to view the videotapes and ask questions, which students would answer in their "roles".

7. Provide students with a brief history of the Canadian Constitution and its purpose (available in "Human Rights in Alberta", Alberta Human Rights Commission). Introduce the Canadian Charter of Rights and Freedoms and discuss its relevancy to Canadians.

   Canadian Constitution – framework of law on which a government is built.
   Canadian Charter of Rights and Freedoms is a section of the constitution containing clauses that list the rights and freedoms of ordinary people.
   - Discuss the consequences of removing specific rights and freedoms from the charter.

8. Have groups of students select, research and present a human rights issue to the class. The following social groups may be considered:
   - women
   - children
   - Native Canadians
   - handicapped individuals
   - immigrants
   - juveniles
   - minority language/cultural groups.

   Topics could include sexual harassment, stereotyping, discrimination, employee/employer rights, minority groups and employment, recent changes regarding human rights and interesting cases portrayed in the media. Make use of the Alberta Human Rights Commission, school library and other resources for research information. (See Process, "Vocabulary for Organizing, Speaking and Writing", "Organizing for Writing and Speaking", and Communication, "The Writing Process" and "Writing a Report".)

9. a. View the first six minutes of "Bill Cosby on Prejudice". Impress upon students that Cosby is acting the part of a bigot. Assist students to define "bigot" and "minority group".
      - Have students note how the music and lighting change as Cosby's character refers to each minority group and discuss the effects of these changes on the viewer.
      - Use the following to enhance student understanding:
        - What positive statements did this character make about the first minority group?
        - What negative statements were made?
        - What does the character say should happen to people of this racial/religious group?
        - What does he say about bloodshed and violence?

   b. View the remainder of the film and initiate activities relating to tolerance, understanding, and reducing prejudice.

10. a. View a film (e.g., "Dene Nation" or "A Day in the Night of Jonathan Mole") or read a story (e.g., "Touch the Earth: A Self-Portrait of Indian Existence") and discuss concepts, such as discrimination, prejudice, minority rights. Relate the discussion to the Charter of Rights and Freedoms, and Aboriginal Rights.

    b. Select a video or film from the list developed by the Native Education Project (see p. 5). View with students and initiate related activities.

11. Increase student understanding of discrimination through a simulation, such as the following.

    Note: Schedule sufficient time to complete this entire activity during one session. The debriefing is essential as students will become fairly emotional and must be given time to "cool down" before the next class. Modify the scenario as required to suit local circumstances.

    Tell the students that you (the school or the community) have a problem to solve and would like their views. You also want them to vote on the issue.

    Problem: A rock group (select a current group) is willing to come to the school/community centre to give a concert promoting their new album. However, because they had difficulties with a particular group of people (see note on following page) at their last concert, they will not allow individuals who belong to that group of people to attend. (This group started fighting, causing a minor riot. They also broke some expensive equipment.) If any member of this group enters or attempts to enter the facility, the band will immediately pack up and leave.

**Note: Decide on the excluded "group of people" relevant to your community. Do not identify an existing minority group. Include a combination of relatively "popular" and "unpopular" students. Adjust the scenario as required to accommodate local circumstances. Examples of the group of people may include: people over 5'8" tall; blue-eyed blondes; students whose parents are employed out of town; students whose first or last names begin with S, B, T, M and K, etc.*

Students may have some questions such as, "Where else are they playing?" and "Can't we sneak people in?" and "How will they know?" (Bands have "scouts".) Allow students to discuss the issue and then take a private pencil/paper vote on the question: "Should we allow this rock group in our school/community centre to give a concert?" Yes / No.

Count the responses and discuss the results.

Debrief by asking questions, such as:

- When making your decision, how did you feel about:
  - the band?
  - the minority group?
  - yourself?
- How did/would you feel if you were part of the excluded group? (See Participation, "I Feel" Statements.)
- Did your feelings change after hearing the results of the class vote?

12. a. Obtain a recording of "Walk a Mile in My Shoes". Have students write a brief paragraph illustrating what the song means to them. (See Communication, "The Writing Process" and "Computers and the Writing Process".)

    b. Refer to Resource 4, and provide opportunities for students to discuss the message and relate to the message, using relevant personal experiences.

13. a. Encourage students to bring news articles about discrimination, minority groups, etc. Use these to initiate discussion about individual/group rights.

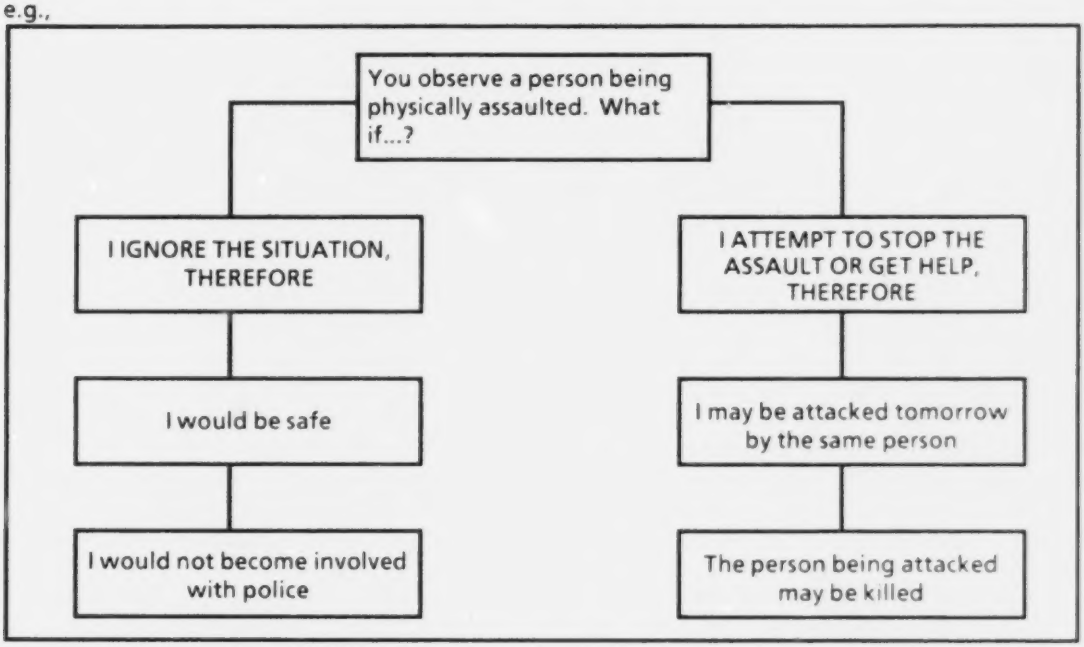
    b. Have students identify provincial, national and international organizations that focus on enhancing individual rights; e.g., Alberta Human Rights Commission, Amnesty International. Encourage students to bring to class clippings for discussion and placement on a bulletin board display.

    c. Encourage students to bring to class illustrations, cartoons, articles, etc., that relate to understanding and accepting others. Discuss and place on the bulletin board.

    d. Provide opportunities for students to brainstorm and organize activities designed to increase tolerance and understanding in the school or community:
    e.g., poster campaign
    multicultural week
    guest speakers
    audio-visual production
    letters or articles in local newspapers.

14. To enhance student understanding of rights and responsibilities, have students complete problem-solving activities, using comparative and contrastive maps similar to the following example. (See Process, "de Bono's Tools for Teaching Thinking" and "Thinking Strategies".)

e.g.,


You observe a person being physically assaulted. What if...?
I IGNORE THE SITUATION, THEREFORE
I would be safe
I would not become involved with police
I ATTEMPT TO STOP THE ASSAULT OR GET HELP, THEREFORE
I may be attacked tomorrow by the same person
The person being attacked may be killed

a. Additional situations may include:
   What if:
   - I failed to drive the car responsibly?
   - I told a sexist joke?
   - I failed to vote in an election?
   - I began using drugs on a regular basis?

b. Refer to and use Resource 5 to provide opportunities for students to apply a variety of problem-solving strategies.

15. Use a variety of materials to initiate activities relating to marriage, divorce and common-law relationships.

Note: Teachers are encouraged to focus on the rights and responsibilities of partners in the relationships and to extend the knowledge, skills and attitudes related to these topics according to student interest.

a. Have students read "Family Law" and "Marriage", *You and the Law*, and/or view a videotape, such as "Make Believe Marriage". Initiate discussion about social, emotional and financial responsibilities and changes that occur within the marriage.

b. Encourage students to interview or survey their parents/guardians to determine distribution and change of responsibilities, etc. The following chart may be useful in this activity.

Note: Delete, add to and/or modify this sample form to reflect an awareness of and sensitivity to community/student circumstances. (See Classroom Environments: Emotional and Physical Safety, pp. 9 and 10.)

1. Who is responsible for the following tasks?

	Mother	Father	Children
Cooking meals			
Shopping for food			
Taking care of car			
Taking care of yard			
Paying bills			
Washing/drying dishes			
Major household purchase			
Taking out garbage			
Laundry			
Main financial contributor			
Cleaning house			
Decisions regarding children dating			

2. Have the above responsibilities ever changed throughout the marriage?
3. What may have caused the change (e.g., birth of a child, wife working outside the home)?
4. What year were you married?
5. How old were you when you married? ____ under 20 ____ 21-25 ____ 26-30 ____ other
6. Had you held a job before you were married?
7. Had you lived on your own before you were married?

- Tabulate and analyze the results of the interviews or surveys. Draw graphs to illustrate the data. Discuss the data in relationship to the internal and external influences that may change commitment, behaviour and emotions within a marriage.
- Extend the activity to include grandparents. Then compare grandparent/parent responses. Graph and discuss.

c. Managing money is a marital responsibility.

Note: Personal economics are addressed further in Theme C.

Shopping wisely involves being aware of manufacturer, retail/outlet and consumer responsibilities associated with products. Encourage students to bring to class samples of product warranties and guarantees. Determine whether the retail outlet or the manufacturer is responsible for honouring the claim. (See Resource 6.)

- Have students list the responsibilities of the consumer.
- Obtain warranty statements from car manufacturers and/or dealers. Compare the items covered, time duration, inclusion of labour, location of warranty service.
- Have students in small groups "invent" a product, develop an advertising campaign, write a detailed warranty and "sell" their product. The product could be sold using the following methods:
  - retail outlets
  - door-to-door sales
  - mail orders
  - telephone sales
  - television/radio sales.

Payment may be accepted by the following:
- cash
- credit card
- contracts.

- Provide opportunities for students to present their products, advertising campaigns and acceptable methods of payment at a "Sales Convention". Invite guests, such as teachers, other classes, school administrators, parents, etc. Videotape the presentations for interest or evaluation purposes.
- Refer to Resource 7 and provide opportunities for students to visit retail outlets and complete the activities. Have students compare information and draw conclusions and/or make generalizations relating to information gathered. Teachers are encouraged to assign a specific category to each student group, such as retail outlets that focus on women's clothing, men's clothing, sporting goods, automobiles, household goods, etc.

d. Provide opportunities for students to role play marital situations. Have students organize themselves into pairs, select a problem or issue, apply a problem-solving model and role play the scenario. (See Inquiry, "Inquiry Models" and "A Problem-Solving/Decision-Making Framework for I.O.P.".)
   - Videotape these scenarios for future reference and/or library use.

e. Have students determine what is important/unimportant in a relationship by providing opportunities for pairs or small groups of students to develop marriage contracts. Share and compare the contracts through discussion.

16. Provide opportunities for students to enhance their knowledge relative to physical and sexual abuse. *Note: Physical and sexual abuse are included in CALM 20. Teachers are encouraged to conference with CALM 20 teachers and use this section to reinforce social studies skills and attitudes in keeping with student interest.*

    a. Have students organize themselves into small groups and brainstorm questions about physical or sexual abuse. Provide opportunities for students to gather data designed to answer some or all of their questions. (See Process, "Note-Taking Strategies".)
    Questions may include:
    - What constitutes physical abuse?
    - Who are the abusers? Why do they abuse?"
    - Who are the victims?
    - How do social agencies assist the victim?
    - Who helps the abuser and how?
    - What are the laws protecting the victim?
    - Teachers may have groups contribute their questions to a class list. Each group would select one or two questions to research and report to classmates.

    b. Have each group develop a poster designed to enhance awareness of various aspects of physical/sexual abuse, such as prevention, helping organizations, identification of victims. Post these throughout the school. (See Community Partnerships, p. 67.)

    c. Have students identify movies and television programs that are excessively violent and initiate discussion about the influence viewing violence may have on individuals and society. The following may be useful:
    - Do television programs/movies accurately portray life in your community? Anywhere in the world?
    - Do you believe that the violence on television and in movies causes people to accept violent behaviour? Behave violently?
    - How can one reduce the amount of violence on television? In movies?

d. Provide opportunities for students to organize a school-wide awareness day or week which would focus on reducing violence in general, or specifically family violence, sexual abuse or physical abuse. Students may develop a poster campaign, invite speakers from the community, show related films, invite drama classes to present plays, involve local media, etc.

e. Have students identify ways individuals and society may reduce violent, abusive behaviour.
   - Have students identify and list community organizations designed to assist violent or abusive individuals and their families.

f. Provide opportunity for students to recognize that many factors influence the behaviour of individuals. Have students identify additional factors such as poverty, drugs, alcohol, unemployment and peer influence) that may encourage violent, abusive behaviour.

   Note: Abusive behaviour often "runs in families". It is not hereditary; rather, abuse is a learned behaviour. Children who were raised by abusive parents often become abusive parents, even though they themselves suffered by being the victims of abuse. These children have learned from their role models (their parents) that abuse is the only way to control behaviour.

17. a. Refer to Resource 5 and complete the sample activity, using a problem-solving model.

b. Have students organize themselves into small groups and provide each group with a situation (Resource 5, Situations B through E). Have students use a problem-solving strategy to resolve the situation and present their resolution to classmates.

c. Provide opportunities for student groups to generate and resolve additional situations.

d. Have students individually resolve a situation in written form to be evaluated by peers or the teacher. (See Communication, "Peer Feedback" and "Peer Response Sheet".)

INTEGRATION ACROSS THE CURRICULUM

ENGLISH

- Have students write a letter or make a telephone call to the Alberta Human Rights Commission requesting materials relating to the Canadian Charter of Rights and Freedoms, the Young Offenders Act and Human Rights in Alberta.
- Obtain and read to students a short story about Native Canadians (e.g., W.P. Kinsella's, "Panache", or selections from the Native Education Project, Alberta Education).
  Note: If Kinsella is selected you may wish to modify or omit some paragraphs or phrases. Clarify for students that Kinsella often amplifies the stereotypic drunken, irresponsible Indian and the bumbling, ignorant, forceful white man, in an attempt to humour the reader. Initiate discussion to determine what students may think of using prejudice and stereotyping as a ploy to promote humour. (Some people take it seriously and are gravely offended by Kinsella; others understand his tactics and find his stories amusing.)
- Have students write opinion reports or journal entries (see Communication, "An Opinion Report") about various issues raised in this thematic unit, such as:
  - What do you think should be the penalties for physical/sexual abuse?
  - Should violent programs be removed from television?
  - What do you think should be the penalties for discrimination?

- Provide opportunities for students to peer- or self-edit original material for social studies, and organize social studies writing using computer software.
- Refer to the media sections of the English 16 course and complete activities that focus on sexual stereotyping, racial/culture stereotyping, advertising, etc.

MATHEMATICS

- Trends appear to indicate that more females than males obtain custody of the children of a marriage. Research reasons for this and obtain actual data. Gather data from ten and twenty years ago. Graph and compare.
- Obtain information on single parents and yearly incomes from the latest census year. Compare the results with two-parent families. If possible, sub-divide further into unskilled, semi-skilled and professional careers. Graph this data and compare.
- Provide opportunities for students to gather and graph data relating to various issues addressed throughout this thematic unit; e.g., distribution of minority groups in Alberta, Canada.
- Obtain data regarding tax money spent on social agencies organized to help victims of physical/sexual abuse. Graph this information and prepare for discussion.

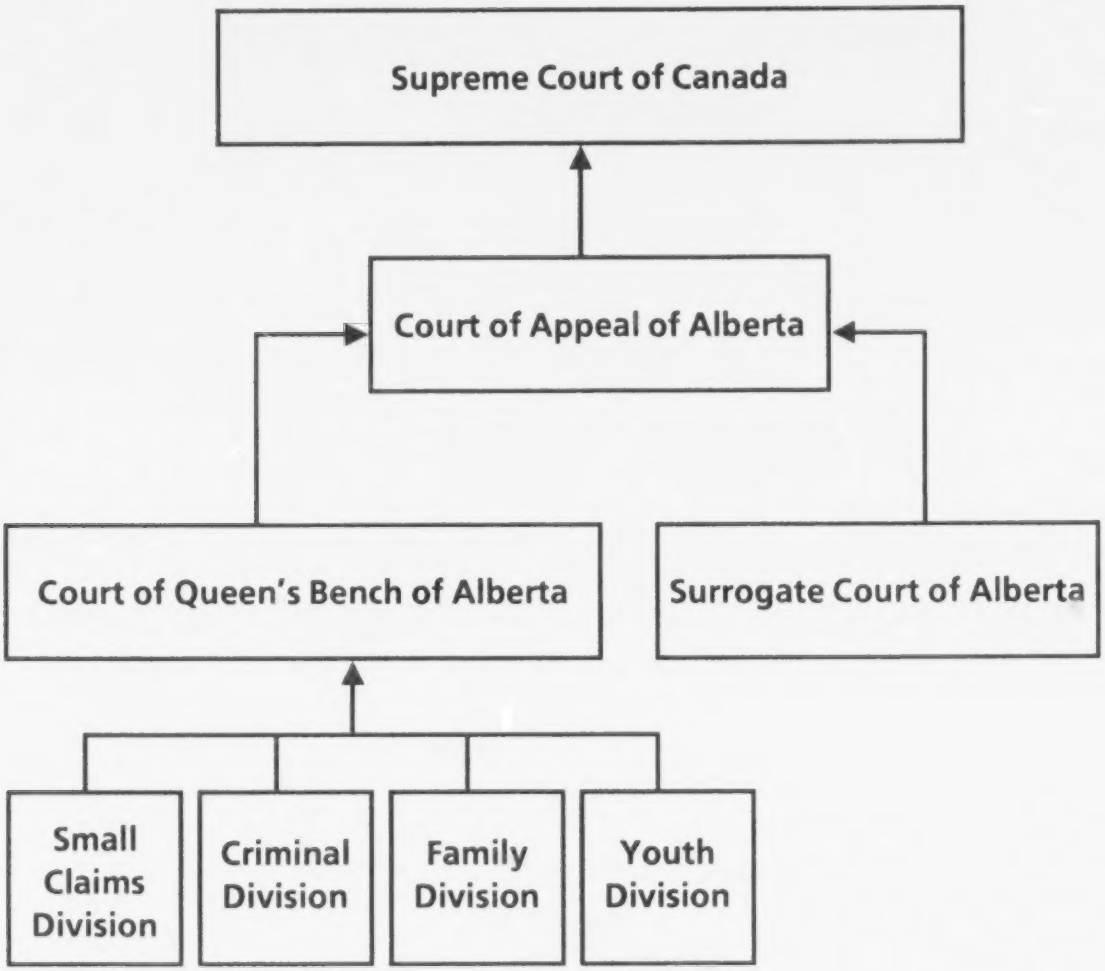
COMMUNITY PARTNERSHIPS

- Organize a school awareness day or week focussing on prevention of prejudice, discrimination, physical/sexual abuse, etc. Include a poster campaign, guest speakers, films, videotapes.
- Invite a lawyer or representative of the Human Rights Commission to discuss penalties for discrimination, the responsibilities of an individual who observes discrimination, and how to report an offender.
- Invite a police officer to discuss the role of the police in enforcing laws. Other discussion topics may include:
  - arrest
  - search warrants
  - internal investigation
  - court appearances
  - a day in the life of a police officer
  - difference/similarities among a local police force and the R.C.M.P.
  - careers in the police force
  - training
  - females on the force.
- Visit a Youth Detention Centre or a provincial prison. Arrangements may be made to interview the supervisor and some inmates. Prepare students by brainstorming a series of questions. Questions relating to changes in rights and responsibilities of people in correction institutes should be included.
- Visit a courthouse and have students attend a hearing relative to each type of law;
  e.g., criminal, family, civil, youth.
- Invite the school superintendent for your area, or a representative, to discuss laws and regulations relating to education and schools;
  e.g., compulsory attendance laws.
- Invite a member of the police force involved in the "Crime Stoppers" program and discuss the influence it has on crime and citizen participation.
- Invite a member of the police force to discuss crime prevention programs;
  e.g., the "Lady Beware" program discusses the responsibilities of females relative to assault.

- Invite a representative of AADAC to discuss prevention programs and social and individual responsibility;
  e.g., alcohol and drug abuse prevention programs.
- Invite a social worker or health unit nurse to present the "Say 'No' Program" to students. The goals of this program are to help students become aware:
  - of situations of sexual abuse
  - of symptoms of sexual abuse in children (e.g., behaviour changes such as withdrawal, bed wetting, not wanting to go to sleep, aggressive behaviour)
  - that children are the victims of sexual abuse and the abuser is the guilty party
  - that children show love and gain attention by hugging and kissing. In return, they want love, not sex
  - of agencies that will assist, and procedures to contact them
  - of the penalties in law of physical/sexual abuse
  - of the physical, emotional, social damages of sexual abuse to children
  - that parents must constantly be alert to the signs of sexual abuse, because children will often not tell.
- Ask students to interview their parents to learn about changes in responsibilities they may have encountered throughout their marriage.

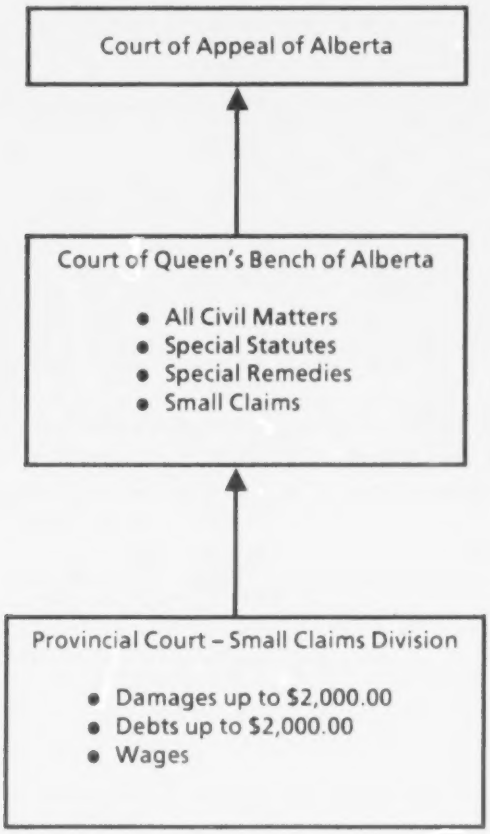
Resource 1

PROVINCIAL COURTS



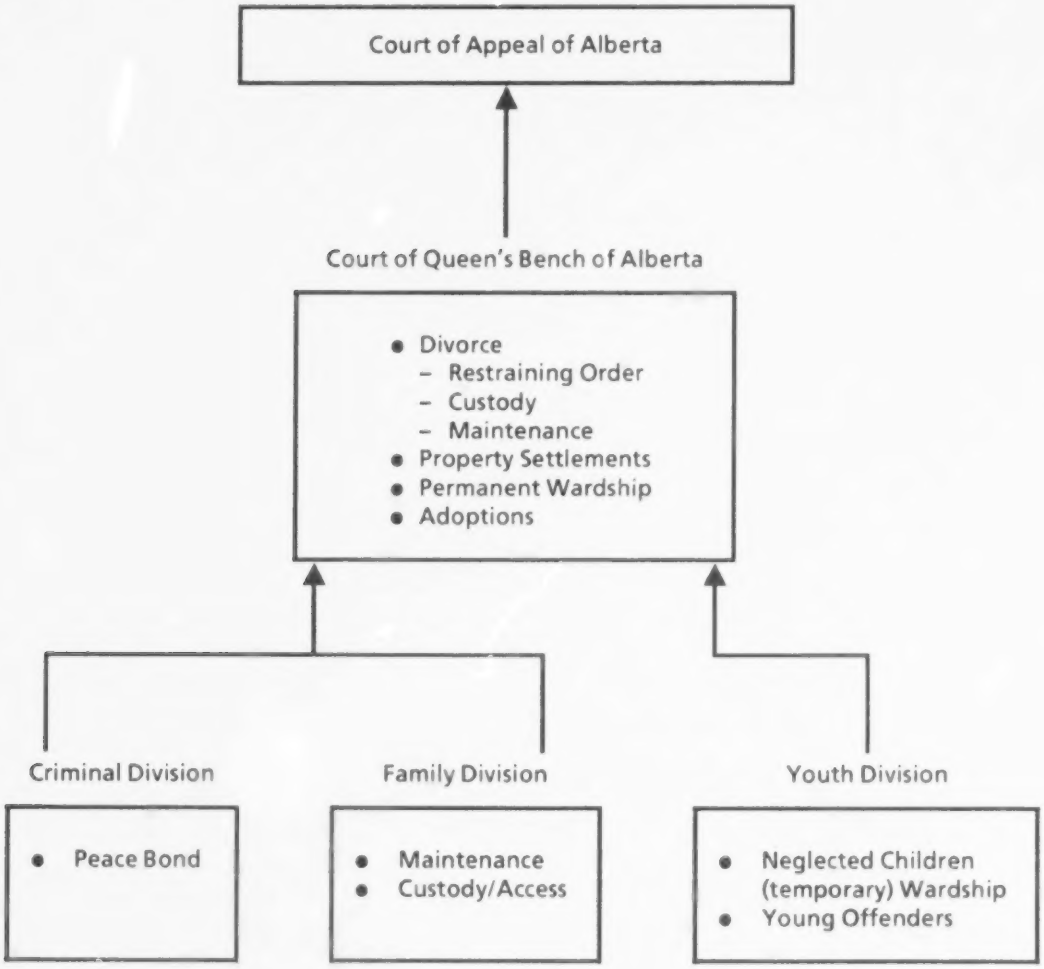
Resource 2

CIVIL COURT SYSTEM


Court of Appeal of Alberta
Court of Queen's Bench of Alberta
• All Civil Matters
• Special Statutes
• Special Remedies
• Small Claims
Provincial Court – Small Claims Division
• Damages up to $2,000.00
• Debts up to $2,000.00
• Wages

Resource 3

DOMESTIC RELATIONS COURT SYSTEM



Resource 4

SHOES

SORRY BILLY, I CAN'T FIGURE OUT THIS PROBLEM AT ALL.
I KNOW!..... LETS TRADE SHOES! OKAY.
OKAY.... BUT WHAT HAS THAT GOT TO DO WITH MY SOCIAL STUDIES PROBLEM?
I DON'T KNOW, BUT MY MOM SAYS I WOULD UNDERSTAND YOUR PROBLEMS BETTER, IF I WAS IN YOUR SHOES.

Resource 5

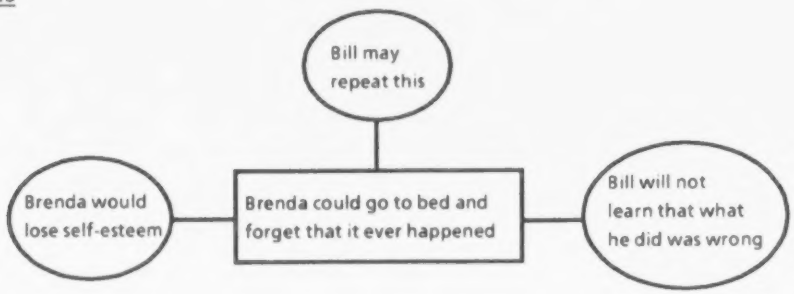
PROBLEM-SOLVING STRATEGIES

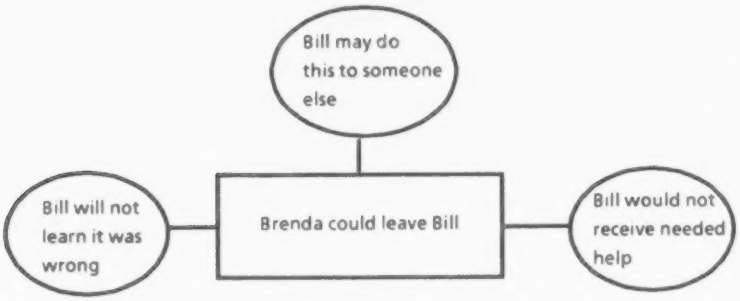
Purpose: **To apply problem-solving strategies to resolve a variety of situations.**

Situation A:

Bill went drinking with friends Friday night. He got involved in a fight and was kicked out of the bar. He went home, still angry, and argued with his wife, Brenda. He swung his fist at her, and although she tried to get away, it struck her across her head. As she fell, she hit her head on the kitchen counter. When Brenda regained consciousness, her head ached and she was bleeding. Bill had gone to bed. What could happen? Resolve the situation using a problem-solving strategy. (See Inquiry.)

SAMPLE RESPONSES


Bill may repeat this
Brenda would lose self-esteem
Brenda could go to bed and forget that it ever happened
Bill will not learn that what he did was wrong


Bill may do this to someone else
Bill will not learn it was wrong
Brenda could leave Bill
Bill would not receive needed help

Brenda would be informed of her rights
Brenda would receive emotional support
Brenda could call an abuse hotline and get help
Bill would receive help and change his behaviour

Situation B:	Jerry and Dave never liked each other. One day, Jerry appeared at school with a black eye, claiming Dave had hit him. Dave is arrested. What could happen? Use a problem-solving strategy to resolve the issue.

Situation C:	Shelly's mother started yelling at her for not finishing the dishes. Shelly become angry, too, and swore at her mother. Shelly's mother picked up the first thing available, a rolling pin, and hit Shelly on her shoulders several times. Shelly finally got away. Shelly's mother claimed later that the attack was provoked and she was disciplining Shelly. What could happen? Use a problem-solving strategy to resolve the issue.

Situation D:	You are in a store and hear a two-year-old child screaming. You see that his mother is hitting him on the back repeatedly. When she sees you she stops and continues searching for an item on the shelf. You look more closely at the child and see bruises on his arms, legs and face. What could happen? Use a problem-solving strategy to resolve the issue.

Situation E:	Your friend runs to your house and says her brother just beat her up. What could happen? Use a problem-solving strategy to resolve the issue.

Provide opportunities for students to generate and resolve additional situations.

Resource 6

WARRANTY WISE

- What product is covered?
- Is the entire product covered or only certain parts?
- Are both parts and labour covered?
- What is not covered?
- What is the product guaranteed against?
- What is promised by the guarantor?
- How is the guarantor's liability limited?
- To whom is the guarantee made?
- What must the buyer do to benefit from the guarantee? What conditions must he fulfil?
- Who is behind the guarantee? Where is he located?
- Who provides service and repairs under the guarantee?
- How long is the guarantee in effect?
- Is this a good warranty?

Resource 7

STORE VISIT

Group

Merchandise Category

Members of Group: _____ _____

_____ _____

1. Does the store have a guarantee that covers all merchandise sold?

Name of Store	Yes/No	Guarantee Statement
1.		
2.		
3.		
4.		
5.		
6.		

2. Does the store have a merchandise return policy?

Name of Store	Yes/No	Policy, Conditions
1.		
2.		
3.		
4.		
5.		
6.		

3. Does the store use gimmicks to encourage buying (e.g., sales, aggressive clerks, attractive displays)?

Name of Store	Yes/No	Gimmick
1.		
2.		
3.		
4.		
5.		
6.		

Complete the chart as accurately as possible.

Name of Store	Item	Manufacturer and Location	Guarantee/Warranty Statement (in brief)

THEME C: CAREERS – YOUR EMPLOYABILITY

OVERVIEW

Integrated Occupational Program, students may have been introduced to careers through Careerwatch 8 and 9 and community partnerships. Many students have been or are employed either on full-time summer bases or part-time arrangements while attending school. Theme C: Careers – Your Employability is designed to enhance students' understanding of themselves, the workplace, behaviours necessary for successful employment and appropriate career selection strategies. Although it is desirable that all I.O.P. students complete the total program, some may leave school and enter the work force after Grade 10. Students should exit this component of Social Studies 16 with a knowledge, skill and attitude background that will enable them to enter the workplace with maximum opportunity for success. The skills developed and reinforced in this unit will also enhance students' community partnership field experiences.

This thematic unit, along with column 4 of the *Program of Studies/Curriculum Guide*, offers suggestions and ideas for student activities relative to career preparation and selection. Teachers are encouraged to modify these suggestions according to the needs and interests of their students and the resources within the community. Obtaining appropriate materials (as indicated under Learning Resources) several weeks prior to beginning this unit is advisable.

PURPOSE: The purpose of this thematic unit is to provide opportunities for students to:

- share employment experiences
- identify knowledge, skills and attitudes required for employment
- evaluate personal knowledge, skills and attitudes relative to employment
- identify and apply upgrading strategies/resources
- identify community employment opportunities
- evaluate personal career-related goals
- identify and apply money-management strategies.

Topics addressed in this thematic unit include:

- self-assessment of employable skills and knowledge
- formal and informal training/education required for successful employment
- employment interests and opportunities
- employment rewards
- personal economics
  - budgeting
  - investing
  - using credit
- consumerism and advertising
- mapping skills to locate employment opportunities and information sources.

INTEGRATION ACROSS THE CURRICULUM will reinforce the knowledge, skills and attitudes that students will be developing throughout this theme. Conferencing with English 16 and Occupations 16 teachers will greatly assist the planning process.

Integration of current events through the use of news items from television, newspapers and journals is encouraged. (See Process, "Current Affairs".) Issues relating to changes in bank interest rates, transportation of goods, current and future employment opportunities, the value of the Canadian dollar and consumer protection laws may be included.

COMMUNITY PARTNERSHIP activities are essential to the success of this unit. Students will gather information from employees and employers about career selection, employee/employer expectations, the importance of job satisfaction, and other issues. Visiting a variety of employment sites relative to abilities and future plans of students will also prove valuable.

Guiding students into appropriate and realistic career choices based upon their abilities and interests is essential. It would be inappropriate to invite a doctor into the classroom to discuss his or her career. More appropriate choices might include a registered nursing assistant, an assistant lab technician, or a ward aide. Similarly, a field trip to a pipeline manufacturing company would be more appropriate than a visit to a large law firm.

Guest speakers from, or classroom visits to, lending institutions, retail outlets, Alberta Consumer and Corporate Affairs and the Better Business Bureau could be used in the community partnership component of this unit.

LEARNING OBJECTIVES

Knowledge, skill and attitude objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously.

KNOWLEDGE OBJECTIVES

The generalizations and key understandings, concepts and facts listed in this topic are presented as an outline of the required content and help organize the knowledge objectives. The generalizations and key understandings are the most important knowledge objectives. The concepts, related facts and content should be developed and used to facilitate comprehension of the generalizations and key understandings.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Students will be expected to understand that: • a positive, realistic self-image will contribute to employment success • learning is a lifelong process and may involve on-site training, upgrading and retraining using personal/community resources; and that knowledge, skills and attitudes learned in school can be transferred and applied to the working world	Students will be expected to develop an understanding of the following concepts: employability upgrading retraining jobs careers personal economics employee/employer rights and responsibilities unions	Students will be expected to use the related facts and content to develop the generalizations, key understanding and concepts: Personal knowledge, skills and attitudes suitable for employment. Knowledge, skills and attitudes required for specific employment opportunities within the community, province and country. Community employment opportunities within the eight clusters of the Occupational component.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
• there are personal and social benefits of employment • effective management of one's earnings may contribute to quality of life • employment patterns continue to change due to a variety of circumstances • becoming increasingly aware of current affairs may help prepare individuals to select employment opportunities • rights, responsibilities and laws relate to the workplace, employees and employers.		Continuing education opportunities in the community and at the workplace. Information about: – laws in the workplace – rights of employees/employers (e.g., unions) – responsibilities of employees/ employers Community employment information sources: – Workers' Compensation Board – Alberta Career Centres – Community Colleges – print/non-print media.

SKILL OBJECTIVES

The skills component of the program enables students to develop and apply process, communication and participation skills, as well as inquiry strategies.

Social studies skills are integrated in the suggested activities listed in this thematic unit, throughout which, students will be expected to develop the ability to use:

PROCESS SKILLS to:
- organize information/material in preparation for a specific task.

COMMUNICATION SKILLS to:
- complete a short, written assignment individually or in a group.

PARTICIPATION SKILLS to:
- interact and work effectively with others in a variety of group settings.

INQUIRY STRATEGIES to:
- make decisions, consider alternatives and support their choices.

ATTITUDE OBJECTIVES

The attitude objectives of the program relate to ways of thinking, feeling or behaving and are developed through a variety of learning experiences that encompass knowledge and skill objectives. The development of positive attitudes needed for responsible citizenship is a gradual and ongoing process. Throughout this thematic unit, students will be expected to:

- appreciate the contribution and value of work to self and society
- develop a commitment to continue to enhance social, emotional, ethical, physical and intellectual personal growth
- appreciate the quality of performance and products of self and others
- continue to develop an appreciation for enhancing knowledge, skills and attitudes to meet employment requirements in our changing society.

LEARNING RESOURCES

- Social Studies 16 *Program of Studies/Curriculum Guide* preamble and Theme C, Careers: Your Employability will assist teachers when planning for instruction.

- Teachers are encouraged to make extensive use of community resources throughout this theme.

- Selections from the generic SKILLS section of this *Teacher Resource Manual* are referenced throughout this thematic unit to enhance student development.

OTHER RESOURCE MATERIALS

PRINT RESOURCES

The following publications are available from Alberta Education, Learning Resource Distributing Centre, Edmonton, Alberta:

- Alberta Career Development and Employment. *Job Seekers' Handbook*. Edmonton, 1986.
- Alberta Career Development and Employment. *So You've Left School . . . What Now?*, 1986.
- Alberta Education, *Self-Assessment: A Guide for Alberta High School Students*.

Alberta Consumer and Corporate Affairs. *Tip Sheets* and *Consumer Talk*.

Duncan, Barry. *Mass Media and Popular Culture*. Harcourt Brace Jovanovich, Toronto, Ontario, 1988.

Elrick, Thomas F. *Forms of Your Life: A Student Workbook*. (A recommended publication for Mathematics 16.)

Holland, John L., "The Occupation Finder, for Use with the Self-Directed Search", Canadian Edition. Guidance Centre, University of Toronto, 1986.

Johnson, Ron and Jan Bone. *Understanding Film* (3rd Edition). Copp Clark Pitman Ltd., Toronto, Ontario, 1986.

Kimbrell, Grady and Ben S. Vineyard. *Entering the World of Work*. Bennett and McKnight, Glencoe Publishing Co., California, 1983.

Ontario Ministry of Education. *Media Literacy Resource Guide, Intermediate and Senior Divisions*, 1989.

Ontario Teacher's Federation. *Media Literacy Resource Guide*. Ministry of Education, 1987.

Masterman, Len. *Teaching About Television*. Macmillan Press (Gage), Toronto, Ontario, 1980.

Masterman, Len. *Teaching the Media*. Macmillan Press (Gage), Toronto, Ontario, 1985.

McLuhan, Marshall. *Understanding Media*. McGraw-Hill Ryerson Limited, Toronto, Ontario, 1964.

National Film Board of Canada. *Blinkity Blank*. A newsletter about film for and by teachers.

Pungente, Father John J. *Getting Started on Media Education*. Jesuit Communication Centre, #500, 10 St. Mary Street, Toronto, Ontario, M4Y 1P9, 1985.

NON-PRINT RESOURCES (Many of the films and videotapes listed are available through provincial resource libraries.)

Dreams, Thoughts, Decisions, Parts 1 and 2
How a Career Develops
Survival After High School
On the Level: What's Next?
The World of Work
The Interview Film
Job Interview: Film A - Large Business
Job Interview: Film B - Small Business
Destination: Careers
Working Series
Your Credit Is Good: A Film About Paying Later
Your Credit Is Good, Unfortunately
Consumer Skills: Buying on Credit
Resources for the Consumer

KITS

Media and Society. NFB, 150 Kent Street, Suite 642, Ottawa, Ontario, K1A 0M9, 1989. A Teacher Resource Handbook and two videocassettes with 20 titles grouped as follows: Advertising and Consumerism, Images of Women, Cultural Identity and Sovereignty, Power, Politics and Ideology.

Getting a Job Series. Hampden Publications, Inc., Balta, Md., 1979. (Five colour filmstrips, five tape cassettes.)

On-the-Job Survival Skills. Pleasantville Media, Suite HW, P.O. Box 415, Pleasantville, N.Y. 10570, 1982. (Two colour filmstrips, two tape cassettes.)

COMPUTERS

Choices. CSA Careerware, 955 Green Valley Crescent, Ottawa, Ontario, K2C 3V4, 1-800-267-7010, 1987. (Junior and senior editions.) Students will require a minimum of three hours to complete a personal program. Assistance from a teacher/counsellor who is trained in the Choices program will also be required.

ORGANIZATIONS/AGENCIES

Refer to telephone directories for current addresses and telephone numbers.

Career Development and Employment
Publications: – *The Easy-to-Read Career Planning Guide*
– *Stay Ahead with a Good Attitude*

Alberta Consumer and Corporate Affairs

Alberta Human Rights Commission
Publications: *Equal Opportunities in Employment*
Human Rights in Alberta

Employment and Immigration Canada

Hire-a-Student

School libraries and student service centres.

SUGGESTED ACTIVITIES

1. a. Provide opportunities for students to list career goals. Guide student thinking by asking questions, such as:
   - What might you be doing 5, 10, 15 years from now?
   - Where would you like to be working 5, 10, 15 years from now?
   - How would your job have changed?
   - How might you have changed?
   - What might you be earning 5, 10, 15 years from now?
   - Have students add their goals list to their folder and refer to this list at the end of the thematic unit and discuss possible changes.

   b. Ask students to list career choices in which they believe they are interested. Have students place these in their social studies folders. Repeat this activity at the end of this study and have students compare their lists.

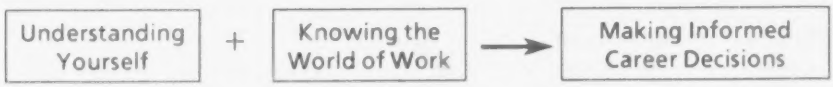
   c. Distribute copies of employment classified advertising sections of local newspapers, have students list and/or clip specific employment opportunities of personal interest and retain in their folders for future reference.

2. a. Obtain a class set of *Self-Assessment: A Guide for Alberta High School Students* (see p. 82). Review the decision-making process outlined in the model on page 1.
   - Provide opportunities for students to complete self-assessments to gain a better understanding of themselves.

   b. Ask students to describe themselves (in point form, on paper) or have students interview each other to obtain a description. The following may assist.

   Describe
   - how you look
   - what you do
   - your likes and dislikes
   - your interests.

   - Explain that this activity provides a brief self-assessment (define self-assessment). Reinforce the fact that self-knowledge is extremely important when selecting a career. Inform students that they will learn more about themselves and the workplace during this unit.



3. Administer an Interest Inventory Test, such as Kieder et al., *The Easy-to-Read Career Planning Guide*, pp. 1-16, or Kimbrell and Vineyard, pp. 131-156, 179-204. (See p. 82.) Have students correlate their results and assist them to analyze their responses.

   Note: *Remind students that tests of this nature provide only partial indicators of who they are and what they can do. Completing several different types of tests may lead to a more accurate description of oneself.*

   a. Discuss the main components of self-assessment and the importance of considering interests when selecting a career. Ask students to list their interests.

b. Have students underline or circle careers from their interest inventory list that may appeal to them and classify their selections according to the eight I.O.P. occupational clusters.

c. Provide opportunities for students to gather data relative to several of their career selections. (See Process, "Note-Taking Strategies" and "Organizing for Writing".) Encourage students to use newspapers, libraries, employment centres, student services, etc. Have students place gathered data in their social studies folder for future reference.

d. Have students present information about career selections to classmates. Encourage students to develop posters, graphs and other visual materials for their presentations. (See Inquiry, "Critical/Creative Thinking Strategies", "Linking Social Studies and Thinking", "Thinking Strategies" and items from Communication and Process.) Presentations may include:
   - name of position
   - main duties or job expectations
   - employer's name
   - private/public ownership
   - opportunities for horizontal or vertical mobility
   - hours, wages, benefits, working conditions
   - knowledge, skills and attitudes required
   - training required
   - training available through employer.

e. Have students make generalizations about employment, personal attributes, interests or education. (See Process, "Generalizations in Social Studies" and Generalizations and Key Understandings, pp. 80-81.)

4. Provide opportunities for students to brainstorm meanings of "employable". Write responses on a chart or chalkboard. Have students circle responses that relate to skills, place boxes around responses relating to attitudes, and underline responses relating to knowledge. Students could copy the material in their notebook in three columns. (Refer to *Job Seekers' Handbook*.)

5. Ask a student to suggest a job, preferably one he or she has had in the past. Make a three-column list for that job, using the following illustration as a model. Discuss and repeat, using other employment examples.

JOB: BABY-SITTING

SKILLS	ATTITUDES	KNOWLEDGE
- guide playing activities - watch as they cross the street - stop fights - change diapers - prepare snacks	- appreciate children - enjoy preparing food - appreciate the money - willing to learn new things	- emergency procedures - what may make a baby cry (hunger, wet diapers) - when to put children to bed

6. a. Ask students to list the demands of a familiar job and write their responses on the board. Call individual students to circle physical demands and underline mental demands. Discuss the differences.

b. View a film relating to employment, such as "Entering the World of Work" (see p. 82). Ask students to fold a page of notepaper in half lengthwise and write PHYSICAL DEMANDS on one side, MENTAL DEMANDS on the other. As students view the film, they will record demands in the appropriate columns. Provide opportunities for students to compare lists through discussion.

7. a. Obtain the kit *On-the-Job Survival Skills* (see p. 83). Before viewing, ask students to define formal and informal learning. Have students list the formal and informal learning that is taking place while viewing the filmstrip.
   - Provide opportunities for students to identify formal learning and retraining opportunities available within the community (e.g., Further Education Council, community colleges).
   - Have students interview an employee in an area of interest in order to gather information about informal learning and the unwritten rules of the workplace.

   b. Refer to Process, "Questioning Strategies" and Participation, "Forming Questioning Chains" and enhance student understanding of formal and informal learning by modelling questions, encouraging them to ask questions and having students research questions, such as:
      - How does an employee learn about the behaviours that are informally learned?
      - Can you be fired if you do not learn informal rules?

   c. Provide opportunities for students to share some examples of informally learned behaviours at the workplace and explain how these were learned.

8. a. Provide opportunities for students to gather information on specific topics relating to employee/employer rights and responsibilities in employment situations of individual interest. Topics could include:
      - unions
      - Workers' Compensation Board
      - Unemployment Insurance Commission.

   b. Have students complete a Canadian research project focussing on the history of the following:

TOPIC	*CANADIANS IN THE TWENTIETH CENTURY* REFERENCES
Unions	68, 120
Child Labour Laws	11
Women in the Labour Force	9, 51, 85, 230
Unemployment	66, 108
The Depression	103-108
Working Conditions	110

9. a. Provide opportunities for students to identify and locate employment information sources in the community.
   - Have students identify volunteer opportunities and discuss advantages of volunteerism.

   b. Have students use telephone directories to find the telephone numbers of organizations that will assist in finding available jobs (e.g., career centres, government agencies, Hire-a-Student).

c. Present the following problem and have students work in groups to develop strategies for finding solutions. (See Inquiry, "Inquiry Models" and "A Problem-Solving/Decision-Making Model for I.O.P.".)

Problem: You are new to the area and need a job. What are some strategies you may use to obtain information about jobs?

10. a. In small groups, have students brainstorm the new businesses that have located in their communities and categorize them into the eight I.O.P. occupational clusters.

b. Discuss the influences these new businesses may have on the city/town and the adjacent areas (e.g., employment opportunities, newer or less expensive products, greater selection of products).

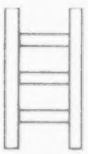
11. a. Provide opportunities for each student to gather information about changes that have taken place in specific jobs of interest. (See Process, "Vocabulary for Organizing, Speaking and Writing", "Note-Taking Strategies" and "Reading Rates".) Encourage students to use libraries, student services, government career centres, newspapers and interviews.
e.g., Typewriters have been replaced by computers in many offices.
Janitorial/maintenance equipment and materials require upgrading.
Hairdressers must continue to learn about new styling techniques, solutions and materials.

b. Have students report their findings to classmates in writing or through an oral presentation. (See Communication, "A Sequence of Speeches", "The Writing Process", "Writing a Report", "Computers and the Writing Process".)
- Distribute "Speech Evaluation Guides" (Communication) to students and have students evaluate peer performance while presenting. Share the evaluations privately with students, emphasizing strengths.
- Distribute "Peer Response Sheets" (Communication) to students and have students self- or peer-evaluate writing. (See Communication, "Peer Feedback".)

12. a. Provide opportunities for students to define the phrase "career ladder" and share their definitions. Using these individual responses, create a class definition of the phrase.

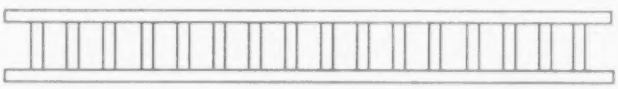
b. Introduce students to the terms vertical and horizontal movement.

Vertical movement: Experiences and training lead from one job to a job directly above and related to the present job, and often result in an increase in responsibilities, benefits, etc.



- Supervisor of janitors in all schools.
- Supervisor of janitors within the school.
- Full-time janitor of a school.
- Part-time janitor of a school.

Horizontal movement: Experience and training lead from one job to another with the same or similar benefits, responsibilities, hours, etc.



- Chambermaid in a hotel
- Ward aide in a hospital
- Laundrymaid in a senior citizens centre

Note: It is important that students perceive that one type of movement is not necessarily better than another. Some students will experience only horizontal job movements.

Assist students to recognize that employment selection and vertical and horizontal job movement relate to personal goals and employment satisfaction.

13. a. Have students develop an evaluation form that would be appropriate to their employment experiences. Remind students that evaluation will encompass three areas: knowledge, skills and attitudes.
    i.e., KNOWLEDGE – What I learned.
    SKILLS – What I did.
    ATTITUDES – How I felt.

    b. Provide opportunities for students to modify and use the evaluation for self-appraisal purposes. Have their employment supervisor use the instrument to appraise performance at the work site.

    c. Provide opportunities for students to self- and peer-evaluate employment performance. (See Communication, "Peer Feedback".) Pair students and have each member of the pair visit the work site with an evaluation form and appraise their partner's performance.

14. a. Have student pairs videotape their respective community partnership work experiences to share with classmates, view for self-evaluation purposes, include as an employment resource in the school library, etc.

    b. Have students share these visuals as part of an employment experience presentation.

15. Provide opportunities for students to produce a media campaign designed to inform peers about a community partnership/work experience (e.g., posters, videotapes, photographs, newsletters, television commercials).

16. a. Have students identify entrepreneurial opportunities within the community and examine personal characteristics and external conditions necessary for successful entrepreneurships.

    b. Have students relate personal characteristics and interests to entrepreneurial opportunities.

17. a. Have students generate and research a variety of questions related to personal employment preparation and selection, such as:
    - Do you believe that the job you had during your work experience will be exactly the same 5 years in the future? 10 years? 15 years? Explain.
    - Should people be preparing themselves for one job, or for the ability to work in several employment situations?
    - What influence may world events have on the community partnership employment experience? What influence may world events have on the future?

    (See Process and Communication.)

18 Employment provides internal and external rewards. Have students brainstorm and list rewards of employment.
e.g.,

Internal Rewards	External Rewards
personal satisfaction self-esteem self-gratification expansion of knowledge base	money recognition appreciation health care benefits holidays

a. Have students debate the importance of internal vs. external rewards and discuss the results.

> Debate Procedures:
>
> - Have students organize themselves into two groups according to what they believe.
> - Have each group democratically select a speaker.
> - Debate the issue using debate format wherein each speaker presents the issue and information supporting the point of view, answers questions, gives a rebuttal speech and asks questions of the opponents.

b. Provide opportunities for students to write personal opinions about external and internal employment rewards (see Communication):
e.g., journal writing
brief paragraphs
letters to peers, newspapers.

19. a. Have students relate personal goals to community partnership experiences at the work site, using a writing assignment. (See Communication, "The Writing Process", "Computers and the Writing Process".)

b. Provide opportunities for students to write and share narratives about employment in the future. (See Communication, "The Writing Process" and Inquiry, "Semantic Webs and Maps", "Critical/Creative Thinking Strategies".)

20. a. Refer to Theme A, Resource 2: Research Work Plan. Provide opportunities for students to increase knowledge about employment by gathering information about specific jobs/careers of interest, writing reports and sharing information with classmates. (See Process, "Organizing for Writing and Speaking" and Communication, "I-Search Report", "Computers and the Writing Process".)

b. Have students peer and/or self-edit reports. (See Communication, "A Checklist for Assessing Writing", "Peer Feedback", "Peer Response Sheet" and "A Sequence of Speeches".)

21. Use Resource 1: Interviews and provide opportunities for students to prepare for employment interviews through role play activities.

Note: Conference with English 16 teachers to ensure reinforcement, rather than repetition of activities.

22. Distribute a variety of urban and rural newspapers. Have students compare similarities and differences among the urban and rural employment classified sections of the newspapers. Have students develop generalizations relating to differences and similarities. (See Process, "Generalizations in Social Studies".)

23. a. Have students gather information about wages of jobs of interest and compare their findings with those of other students.

    b. Provide opportunities for students to develop personal budgets based on their findings about wages.
    - Assist students to recognize the importance of comparative shopping, saving a percentage of one's income and investing money in R.R.S.P.'s, etc.

24. a. Provide opportunities for students to recognize the influence that advertising has on the consumer. (See Resource 2: Advertising.)

    Note: Media literacy skills are included in the I.O.P. English language arts program. Conference with the English 16 teacher to reinforce and enhance student development of media literacy skills.

    b. Refer to Resource 3: Legislation for the Consumer, Resource 4: Consumer Help, *Consumer Talk* newsletters (p. 82) and other media sources to enhance student knowledge about consumerism and agencies that are designed to assist consumers.

    c. Encourage students to view and bring to class samples of advertising. Have students identify sales gimmicks, such as: free items, two items for the price of one, closing-out sales, moving sales, use of famous people. (See Process, "Propaganda Techniques".)

    d. Refer to Resource 5: Credit, and use a variety of other resources to enhance student understanding of the advantages and disadvantages of credit and credit card use.

    e. Refer to Resource 6: Cash vs. Credit Card Use (Sample) and Resource 7: Student Form: Cash vs. Credit Card Use, and have students complete the forms using an item they wish to purchase.
    - Provide opportunities for students to compare and discuss their calculations and interest rates.
    - Have students identify examples and discuss credit card advertisements in the media. Encourage students to focus on gimmicks and manipulative devices used in advertising campaigns. (See *English 16 Program of Studies/Curriculum Guide* and *Teacher Resource Manual*.)
    - Provide opportunities for students in small groups to develop advertising campaigns expressing their views on:
      - advertising in general
      - advertisements of specific products
      - comparative shopping
      - consumer caution
      - appropriate and inappropriate advertising methods
      - manipulatives used in advertising, such as music, camera angle, lighting, colours
      - gimmicks used in advertising, such as famous people, sales, important events.

f. Have students gather and report information about the influence of advertising on the consumer, using specific topics, such as:
   - television or radio commercials
   - using music, lighting or colours to influence the buyer
   - television and politics
   - advertising and sex stereotyping.

g. Distribute copies of urban and rural newspapers to students and have them compare products and the nature, format, etc., of advertisements.
   - Have students make generalizations about their observations.

   (See Process, "Generalizations in Social Studies".)

25. Provide opportunities for students to complete mapping activities that will enable them to locate employment opportunities and information sources within immediate and adjacent communities. (See Process, "Mapping Activities".)

a. Have students gather and use city, town and municipal district maps, and locate specific addresses.

b. Have students locate sections of rural/urban communities, such as:
   - residential
   - recreational
   - retail, business
   - industrial
   - satellite communities.

c. Have students locate, on maps, companies, businesses, etc., that offer employment opportunities of interest.
   - Have students identify public and private transportation routes from their residence to a variety of places of business.

d. Provide opportunities for students to organize field trips designed to enhance student ability to locate specific addresses, use public transportation, identify various sections, etc. Include neighbouring communities where students may seek future employment.

INTEGRATION ACROSS THE CURRICULUM

ENGLISH

- Have students write a letter to the mayor expressing concerns regarding new businesses in the community, the closing or relocating of others, and additional related issues.
- Write the Provincial Treasurer to obtain figures relating to incentives for new businesses.
- Ask students to research and write about a career and develop a résumé.
- Have students select and research a job that rated high on their interest inventory. Students will write a brief description of the job to present to the class, or role play the job and have classmates try to identify it.
- Have students review communication skills needed to acquire and retain employment.
- Have students identify and share information about communication skills and the situations they used in the workplace or community partnership site.
- Have students write a humorous narrative or draw a cartoon about someone who had difficulty keeping a job. Read/display these to the class. Have students make posters relating to their story and post these in the classroom.

MATHEMATICS

- Obtain data, through library resources or student services, relating to apprentice/non-apprentice employment opportunities. Provide opportunities for students to graph, compare and discuss data.
- Review calculating interest on various purchases. Confer with Mathematics 16 teacher to determine student background.
- Provide opportunities for students to share mathematics skills and strategies needed for their specific community partnership experiences.

OCCUPATIONAL COURSES

- Encourage students to recognize the transferability of knowledge, skills and attitudes from the occupational courses to the work site.
- Have students examine the impact of technology on career preparation.
- Invite a bank manager or representative to discuss careers in banking services.

COMMUNITY PARTNERSHIPS

- Arrange opportunities for students to assist the school career counsellor to organize a 'Career Day' at the school. Plan, organize and evaluate according to a democratic decision-making model/strategy.
- Have students survey or interview community members about physical and mental demands on their jobs. Analyze, graph and discuss the resulting data.
- Invite the school counsellor to discuss the importance of selecting a career that the individual will find interesting and challenging.
- Invite a representative of Hire-a-Student, Canada Manpower, a personnel officer or an individual from the Alberta Career Centre to the school. Extend your invitation to other classes. The presentation may focus on employable skills and attitudes.
- Invite employers to discuss qualities, characteristics and behaviours of their most successful employees.
- Ask students to interview a manager of a large business or department store and make a list of all the jobs related to the business. Have students bring this list to class and categorize positions relative to vertical and horizontal movement.
- Have students develop a bulletin board display to post listings of available jobs within the community, and sources of career information.
- Invite a payroll clerk or manager to discuss employment benefits.
- Invite a representative of an employment union to discuss unions, contracts, negotiations, employee/employer rights and provide examples of negotiations and results.
- Encourage students to gather information about various jobs within the community, or in which they are interested, to determine the amount and nature of continuous learning associated with that job.
- Have students purchase an item to be used in the classroom, such as a stereo system. Students may select an item and decide whether to pay cash or use credit. Have students calculate credit buying.
- Students could sponsor a food sale of their choice (e.g., pastries, hot dogs, popcorn). Have students review and use democratic decision-making strategies to organize this event.
  Decisions to be made:
  - What to sell
  - When to sell
  - Who sells, scheduling
  - What to charge
  - Where to buy goods
  - Brands to buy

  Have students calculate profits.

Resource 1

INTERVIEWS

Interview Tips:

- be punctual
- dress appropriately
- concentrate on what the employer asks
- respond in a businesslike manner.

COMMON INTERVIEW QUESTIONS

Anticipate questions that you may be asked to assist you to clarify your thinking and prepare concise, well thought out answers. Be prepared for a variety of questions, such as:

Tell us about yourself.
Why are you interested in this position?
What is your understanding about the nature of the job and the company?
What qualifications and experience do you have that make you feel you can do this job successfully?
What are your strong points? Weak points?
What are your future career plans?
How do you spend your spare time? Briefly outline your extracurricular activities.
Do you like school? What courses do you like the most? The least? Why?
What jobs have you held? How were they obtained, and why did you leave them?
Do you prefer working with others or by yourself?
Are you available for shift work?
Are you willing to work overtime if necessary?
May we contact your references?
Do you have any questions about the position?

QUESTIONS STUDENTS COULD ASK DURING AN INTERVIEW

1. Specific questions related to:
   - orientation and training
   - type of work, duties and responsibilities
   - hours and location of the job
   - opportunities for advancement
   - company policy and procedures.

2. If you feel that everything has been covered, a useful question might be, "Will I have the opportunity to learn to operate any new machinery or develop new skills?" However, be careful how you phrase this. Saying something like "Will I have to learn anything new?" sounds negative.

3. There is no hard or fast rule with respect to questions about money. Some employers will advise you to wait until the job is offered, whereas others say it is necessary to discuss salary at the interview. However, you must be sure to word questions carefully so you don't leave the impression that money is the main reason you want the job.

Resource 2

ADVERTISING

Advertising affects the lives of everyone. People must be aware of the positive and negative ways advertising influences decision-making processes.

ADVANTAGES OF ADVERTISING

Advertising may:

- introduce one to new products
- suggest new uses for existing products
- assist with the production costs of magazines, newspapers, television and radio programs
- contribute to healthy business competition by alerting consumers to the availability of goods and services
- provide a vital role in public service campaigns
- create an increased demand for products, which may result in reduced per unit costs.

DISADVANTAGES OF ADVERTISING

Conversely, advertising may:

- add to the cost of product distribution
- be misleading and thus misinform rather than inform the public
- create confusion between what one needs, and what one wants
- make the market too competitive for small companies to enter or to continue their existence.

TECHNIQUES OF PERSUASION

Most ads tend to create myths, images and personalities for products, and make promises to the purchaser. Advertisers use numerous manipulative techniques which appeal to one's emotions. A media literate consumer can see through these techniques or look beyond the superficial images and evaluate the products on more realistic levels.

Emotional Appeals rely on personal feelings, such as love, friendship and fear. Emotional advertisements may include:

- family environment – happy family scenes sell products
- motherhood – the conscientious, warm mother knows what's best for her loved ones
- feeling good – you owe it to yourself to buy the product
- sympathy – if you can relate to the situation, you'll buy the product
- belonging – if you use the produce, you'll be accepted and loved
- identify – the ad uses the language of its target audience
- music – a catchy jingle sets the mood and is easily identifiable
- borrowed interest – babies, sex, animals and status are used to attract attention to the ad-
- scare tactics – if you don't buy the product, something bad will happen to you
- people-to-people – ads use characters with whom you can relate, or use celebrities to add glamour.

Evasive Words are used to avoid making forthright statements. They tend to leave a positive impression without adding clarity. Evasive words include:

- helps – "Helps prevent, helps fight."
- like – "Cleans like a white tornado."
- virtually – "Virtually stain free."
- the look or the feel of – "The look and feel of fine leather."

Claims are statements about products that create the illusion of a benefit without meaning anything. Claim statements may include:

- the question claim – "Fluffy shampoo. What could be more natural?"
- the pseudo-scientific claim – "Super Oil with XYZ."
- the unrelated claim – "The fabric softener with the smell of April freshness."
- the noninformative claim – "Twice as much of the pain reliever doctors recommend most."
- the assertive claim – "It's the real thing."

FIGHTING BACK

The advertised claims that are made for a product must be true. If a seller makes claims about performance characteristics, price, warranties, or other aspects of the product, they must be factual or he or she may be in contravention of the **Unfair Trade Practices Act** or the **Competition Act.**

If you see an advertisement which you think is misleading, make a complaint to either provincial or federal departments of Consumer and Corporate Affairs.

If you see an advertisement you find offensive, complain to the Advertising Standards Council.

Take the responsibility to evaluate ads. When you separate the persuasive techniques from the factual information, you will be a better and wiser consumer.

PROTECT YOURSELF

The following provide brief descriptions of misleading advertising and deceptive marketing practices to which complaints most frequently relate.

Misleading Representation – Advertisements sometimes claim a "sale price", (e.g., 40% off). However, they have inflated or misrepresented the regular price. Any misleading representation as to the price at which a product is ordinarily sold is prohibited.

Double Ticketing – Where two or more prices are clearly shown on a product, its container or wrapper, the product must be supplied at the lower price. This provision does not actually prohibit the existence of two or more prices, but requires that the product be offered for sale at the lowest price offered.

Bait and Switch Selling – Any advertisement of a product at a bargain price, which the advertiser does not have available for sale in a reasonable quantity, is prohibited. The advertiser, however, will not be liable when he can establish that:

- the non-availability of the product was due to circumstances beyond control
- the quantity of the product was reasonable
- the customer was offered a rain check when supplies were exhausted.

Promotional Contests – Any contest that does not disclose the number and approximate value of prizes or important information relating to the chances of winning in the contest; that does not select participants or distribute prizes on the basis of skill or on a random basis; or in which the distribution of prizes is delayed, is prohibited.

Other misleading advertising and deceptive marketing practices relate to performance claims, warranties, tests and testimonials, and pyramid and referral selling schemes.

Reference

Alberta Consumer and Corporate Affairs.

Resource 3

LEGISLATION FOR THE CONSUMER

ALBERTA

The Unfair Trade Practices Act became law in Alberta on January 1, 1976. The purpose of this law is to prevent unfair trade practices and help consumers to recover any losses caused by such practices. Suppliers must maintain a truthful standard of conduct when selling goods and services. Goods refers to items that may be used by an individual primarily for personal, family or household purposes. Real estate is not included in this Act.

Four types of services are included in the Act.

a) Services that maintain or repair goods or private dwellings
b) Services involving the use of social, recreational, or physical fitness facilities
c) Moving, hauling and storage services
d) Some instructional and educational services.

The Act identifies three major transactions as being so objectionable that a court may declare the entire transaction unfair and award damages for loss. These three transactions are:

1. Subjecting the consumer to undue pressure, by the supplier, to enter into a transaction.

2. Involving a consumer in a transaction wherein the supplier takes advantage of the consumer's inability to understand the nature of the transaction.

3. Involving a consumer in a transaction in which a major defect exists in the goods or service, so the consumer does not receive the expected value.

The Act also attempts to prevent unfair transactions before they occur, by covering representation or conduct that deceives or misleads the consumer.

Consumer responsibility may prevent the need for the Act, such as understanding the claims made by salespeople; having these claims written down; reading a contract before signing; and keeping sales bills, contracts, warranties, instructions and cancelled cheques.

FEDERAL

There are several statutes which make it a criminal offence for a merchant to engage in misleading advertising. The most important one is the **Competition Act** which is administered by Consumer and Corporate Affairs Canada. This Act makes it an offence for a business to advertise in a deceptive manner. Since a contravention of the **Competition Act** is a criminal offence, each element in the charge laid under it must be proven beyond a reasonable doubt. Consequently, a very careful investigation must be undertaken. If a company is convicted under the Act, fines and imprisonment may result. However, a consumer who has been disadvantaged by advertising cannot expect to be compensated as a result of a conviction.

Other federal statutes which make misleading advertising a criminal offence include:

- Consumer Packaging and Labelling Act
  This Act, which is administered by Consumer and Corporate Affairs Canada, makes it an offence to include false statements on product labels.
- Food and Drug Act
  This Act, which is administered by Health and Welfare Canada, makes it an offence to publish misleading advertisements about food or drugs.

Reference

Alberta Consumer and Corporate Affairs.

Resource 4

CONSUMER HELP

Many agencies provide help for consumers. Provide opportunities for students to telephone or write various agencies requesting materials for classroom use.

1. Federal Department of Consumer and Corporate Affairs – Concerned with misleading advertising, packaging and labelling, weights and measures, product safety, bankruptcy, patents, copyrights and trade marks.
2. Canadian Radio-Television and Telecommunications Commission – Regulates and supervises all aspects of the Canadian broadcasting system; handles all applications for commercial radio and television licenses, and implements the policies of the Broadcast Act.
3. Health Protection Branch, Department of Health and Welfare – Responsible for the safety of food, drugs, cosmetics, medical devices, and radiation emitting devices; they inspect food processing plants and enforce the Food and Drugs Act and Regulations.
4. Alberta Consumer and Corporate Affairs – Provides consumer education and information about the marketplace including topics like credit, retail contracts, landlord and tenant matters, and buying a used car. Also provides financial counselling and will help you solve consumer problems.
5. Consumers' Association of Canada – A private organization which studies consumer problems and makes recommendations to government and industry; conducts market and product research which is reported in their magazine.
6. Canada Department of Agriculture – Provides marketing advice and assistance to producers of livestock and crops; grades and inspects fruit, vegetables, dairy products, poultry, meat, honey, and maple products.
7. Canadian Standards Association – Monitors products to ensure that they meet basic safety and performance criteria. If the standards are met, a CSA certification mark is applied to the product.
8. Better Business Bureau – A business organization that fosters self-regulation and fair competition in the marketplace.
9. Legal Aid Society of Alberta – Provides legal services at a reduced cost for people who could otherwise not afford a lawyer. The cost of the service is based on ability to pay.
10. Lawyer Referral Service – Helps consumers find out if they have a legal case; helps them find a lawyer who specializes in a certain area or who speaks a particular language. The agency gives the name of three lawyers. You can arrange to see each one. The charge is $25.00 for the first half-hour of each appointment.
11. Small Claims Court – A division of the court system that handles civil suits, including consumer problems. You can claim for a debt or damages of $2,000.00 or less. You do not require a lawyer. The fee to file a claim ranges from $10.00 to $20.00.

Resource 5

CREDIT

ADVANTAGES OF CREDIT

- allows consumer immediate possession of goods
- enables consumer to take advantage of bargains
- consumer doesn't need to carry large amounts of cash
- statements allow consumers to keep spending records
- consumer writes fewer cheques
- may increase jobs
- may increase volume of goods purchased, therefore reducing prices of goods.

DISADVANTAGES OF CREDIT

- gives consumer a false feeling of wealth
- products may not last as long as payments
- interest rates; credit costs the consumer
- consumer may engage in impulse buying; decline in self-discipline
- limits customer choice to businesses where credit is established, or credit cards accepted
- reduces future financial flexibility
- business may pass credit card expenses to the customer.

CREDIT GUIDELINES

- No item should be purchased with a credit card if it will be "used up" before consumer is finished paying for it.
- Vacations, emergencies, cars, television and stereos may be suitable commodities to purchase using a credit card.
- Be aware of the amount owing on credit cards and the amount of interest you are paying.
- Credit costs. The more cards being used, the more interest paid.
- Ask yourself: "Do I really need this item. Is the equipment or satisfaction I receive from the product worth the additional interest rates?"
- Find out the procedures to follow if card is lost or stolen.

Note: A sale item may not be such a great saving if one uses a credit card. Money saved by taking advantage of a sale may be spent on credit card interest rates.

ALTERNATIVES TO CREDIT CARD USE

- save the money and wait
- use only the money you have and buy a less expensive item
- buy secondhand
- make or build yourself
- do without the item.

Resource 6

CASH VS. CREDIT CARD USE (SAMPLE)

Picture and Name of Purchase

Cash price: $800.00
Annual interest: 18%

Price of Item Using Credit Card

Card used: _____
Monthly payments: $200.00 ($800.00 + 4 months = $200.00)

First Month: Balance: $800.00
Interest: +$19.20
Total Balance: $819.20
Monthly Payment: -$200.00
New Balance: $619.20

Second Month: Balance: $619.20
Interest: + $14.40
Total Balance: $633.60
Monthly Payment: - $200.00
New Balance: $433.60

Third Month: Balance $433.60
Interest: -$12.00
Total Balance: $445.60
Monthly Payment: -$200.00
New Balance: $245.60

Fourth Month: Balance: $245.60
Interest: + $7.20
Total Balance: $252.80
Monthly Payment: -$200.00
New Balance: $52.80

Total cost of purchase using credit card = $800.00 + 52.80 = $852.80
Total interest = $52.80

Resource 7

STUDENT FORM: CASH VS. CREDIT CARD USE

Picture and Name of Purchase

Cash price: _____

Price of Item Using Credit Card

Card used:
Monthly payments: _____

First Month:
Balance: _____
Interest: + _____
Total Balance: $ _____
Monthly Payment: – _____
New Balance: $ _____

Second Month:
Balance: _____
Interest: + _____
Total Balance: $ _____
Monthly Payment: – _____
New Balance: $ _____

Third Month:
Balance _____
Interest: + _____
Total Balance: $ _____
Monthly Payment: – _____
New Balance: $ _____

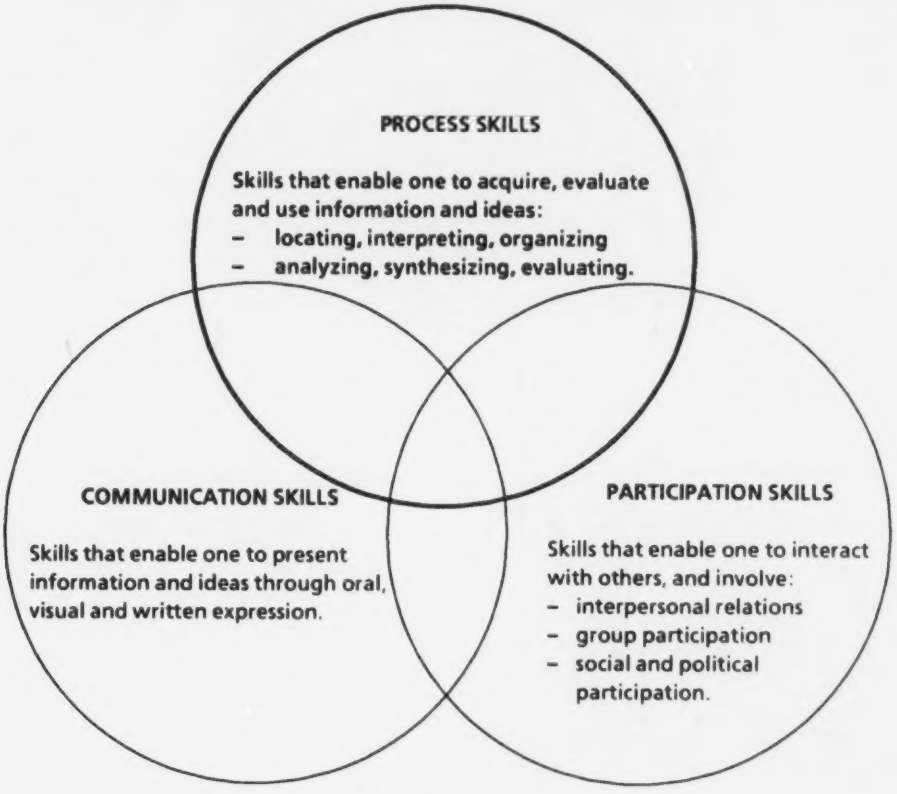
Fourth Month:
Balance: _____
Interest: + _____
Total Balance: $ _____
Monthly Payment: – _____
New Balance: $ _____

Total cost of purchase using credit card: _____

Calculations:

Cost of using credit card (interest): _____

SOCIAL STUDIES SKILLS: PROCESS SKILLS


PROCESS SKILLS
Skills that enable one to acquire, evaluate and use information and ideas:
– locating, interpreting, organizing
– analyzing, synthesizing, evaluating.
COMMUNICATION SKILLS
Skills that enable one to present information and ideas through oral, visual and written expression.
PARTICIPATION SKILLS
Skills that enable one to interact with others, and involve:
– interpersonal relations
– group participation
– social and political participation.

PREVIEWING A RESOURCE

OVERVIEW

To foster students' success, study skills should be taught, modelled and reinforced throughout the course. This activity is designed to review skills in reading a resource. Students will preview a resource to identify information available and the usefulness of the information. Students will practise skills in locating and organizing information. This activity can be extended with a review of, or instruction in, note-taking methods. (See Process, "Note-taking Strategies", "Organizing for Writing and Speaking" and "Reading Rates".)

PROCEDURE

- Provide students with an overview of the sections of a resource, such as the following:

PREVIEWING A RESOURCE

1. What type of resource is this?
   - textbook
   - library resource book.

2. Title:
   a. What is the title?
   b. Is there a subtitle?
   c. Predict the kinds of topics this resource may cover.

3. Front of Resource:
   a. Which of the following are included?
      - Preface
      - Foreword
      - Introduction
      - Information specifically for the student
   b. Look at the Table of Contents. List four topics this resource will cover.

4. Back of Resource:
   Which of the following are included?
   a. Bibliography
   b. Epilogue
   c. Glossary
   d. Index
   e. Appendix

5. Sample Chapter – look at one chapter in the resource.
   Which of the following are included in each chapter?
   a. Headings – list three
   b. Introduction
   c. Objectives for the chapter
   d. Summary or conclusion
   e. Exercises or review questions
   f. Vocabulary list
   g. Charts, graphs, pictures, etc.
   h. Words in italics, boldface type, highlighted sections (what would these techniques be meant to indicate?)

- Initiate discussion on the various features in the resource and what help or use they could be to the student. Discussion should conclude with students identifying several ways in which the resource could help them personally.

- Provide opportunity for students to comment on whether they think the resource is a good choice, why they believe it is/is not a good resource, and whether they think it will be helpful to peers.

- Follow this activity with a review of good note-taking strategies, using the resource as the basis for the notes.

- Throughout the course, reinforce applications of previewing, surveying, skimming, scanning and other studying strategies, as students use individual chapters in the resource.

EVALUATION: – Informally evaluate the accuracy of students' preview worksheets through discussion and self-correction.

– Have students exchange worksheets and peer evaluate.

– Provide opportunities for students to compare worksheets in pairs or small groups.

– Have students hand in their sheets for teacher formal evaluation.

Note: The overview may be adjusted to be used with magazines, newspapers and audio-visual materials.

Process: Reading

RESOURCE SURVEY

NAME: _____ DATE: _____

1. Suggest a different title for the selection you have just read. Capture the sequence of the selection in your title and keep it short. _____

2. Two key ideas or concepts in this selection are:
   - _____
   - _____

3. Three details or facts you would like to remember from this selection are:
   - _____
   - _____
   - _____

4. What did you find especially interesting or surprising in this selection? _____

5. Indicate any words, sentences, or paragraphs in the selection you would like to discuss in class:

   Page: _____ Word/sentence line/paragraph number: _____
   Page: _____ Word/sentence line/paragraph number: _____
   Page: _____ Word/sentence line/paragraph number: _____
   Page: _____ Word/sentence line/paragraph number: _____

6. If the author of this selection were available to you, what questions would you ask or what comments would you make to him or her? _____

   _____

   _____

7. What, if any, mental images did you form while you were reading this selection? _____

   _____

8. Rate this selection by marking an X on the lines at the points that indicate your perceptions.

   _____
   Very Interesting — Not Very Interesting

   _____
   Very Easy to Read — Not Very Easy to Read

   _____
   Very Informative — Not Very Informative

MODELS FOR LISTENING

Students may require formal guidance and practice to develop listening skills. The following listening models may be used to:

- assist teachers to determine student comprehension of oral presentations and listening skills development
- assist students to self-monitor listening skills development
- assist presenters to increase presentation effectiveness.

Students, teachers, and guest speakers may use the four presentation types addressed below:

- Sequence of events – retelling an eyewitness account, a story or a personal experience.
- Cause and effect – identifying consequences, focussing specifically on the causes and effects of a situation.
- Fact and opinion – stating and supporting an opinion with facts, clearly differentiating between fact and opinion.
- Demonstration – informing and/or instructing about a familiar activity.

The following models may be modified or expanded upon by the teacher, as determined by the needs of the students and the nature of the presentation.

SEQUENCE OF EVENTS

Presentation title: _____ Name of presenter: _____

Presentation type (circle one): retelling an eyewitness account, retelling a story or a movie, retelling a personal experience

1. List two people/characters involved.
2. Briefly describe the setting (time/place) of this sequence of events.
3. List three events in this presentation.

   Event 1: _____

   Event 2: _____

   Event 3: _____

4. Briefly tell the conclusion of this sequence of events.
5. What was unusual/interesting about this presentation?
6. Write a question you would like to ask the speaker about the sequence of events presented (to clarify a point, to expand information).

CAUSE AND EFFECT

Presentation title: _____ Name of presenter: _____

1. Complete the following chart as the speaker presents.
   - Cause – a reason for an event occurring; something that makes an event happen.
   - Effect – a result; an event; something that happens for certain reasons.

CAUSE	EFFECT
Cause 1	1a 1b 1c
Cause 2	2a 2b 2c
Cause 3	3a 3b 3c

2. List two people, characters, countries, organizations, etc., involved.
3. Briefly describe the setting (time/place).
4. State the main idea of this presentation.
5. Briefly tell the conclusion of this cause and effect presentation.
6. What was unusual/interesting about this presentation?
7. State a question you would like to ask the speaker about the presentation (to clarify a point, to expand information).
8. Circle the positive effects listed on the chart above and be prepared to discuss the positive and negative effects.
9. Identify problem-solving strategies that may decrease the number of negative effects.

FACT AND OPINION

Presentation title: _____ Name of presenter: _____

1. What is the main idea (fact) of this presentation?
2. a. State the opinion(s) expressed by the speaker.

   b. Is(are) the opinion(s) expressed by the speaker personal or the opinion(s) of another individual?
3. List supporting details for the opinion(s).
4. Give an example of one supporting detail that was not factual.
5. Think of a supporting detail that was not expressed by the speaker.
6. State a question you would like to ask the speaker about the presentation (to clarify a point, to expand information).
7. Do you agree or disagree with the opinion(s) expressed by the speaker?

DEMONSTRATION

Presentation title: _____ Name of presenter: _____

1. What is the main idea of this presentation?
2. List three phrases/statements made by the presenter that added to the demonstration.
3. List the aids used by the presenter during the demonstration.
4. Write a statement that the presenter could have used in the demonstration.
5. State two facts presented that you found interesting or that were new to you.
6. Write a question that you would like to ask the presenter about the demonstration.

LISTENING CHART

Complete this chart as you listen to presentations in class.

Name: _____ Date: _____

Speaker's name/position: _____

Topic: _____

Location of presentation: _____

Speaker's purpose: _____

If applicable, list examples of the following:

- facts _____
- emotional language _____
- language indicating bias _____
- propaganda devices _____
- opinions _____

Noteworthy features of the presentation:

- _____
- _____
- _____

Your opinion/reaction to the presentation and one supporting detail:

_____

_____

_____

_____

_____

_____

LISTENING RESPONSE SHEET

Name: _____ Date: _____

Title of the presentation: _____

Name of presenter: _____

1. What did you like best about this presentation? _____
   _____
2. What was the main idea of the presentation? _____
3. Who is the intended audience? _____
4. What feelings were expressed by the presenter? _____
5. What would you like to know more about? _____
   _____
6. Complete the PMI chart below by listing positive, negative and interesting points about the presentation.

P Plus	M Minus	I Interesting

7. How would you improve this presentation? _____
   _____
   _____

READING RATES

Students with reading difficulties lack flexibility in their reading rates and often display silent reading rates of approximately 200 w.p.m. Average readers process print at approximately 300 w.p.m., skim at 600-800 w.p.m. and scan for information at 1000+ w.p.m.[1] Students must become increasingly able to evaluate the reading task and adjust their reading rates accordingly. To illustrate, reading rates will differ when completing the following activities:

- locating a phone number in the phone book
- locating the time and channel of a TV program in the TV guide
- perusing the newspaper to get an overview of the news
- reading a news story for detail
- reading for subject-related information
- reading math problems.

A combination of the three strategies of skimming, scanning and intensive reading may be required when completing some tasks, such as locating specific information in a book chapter or a newspaper.

SKIMMING

The purpose of skimming is to obtain an impression or general overview of the content.

- **preview skimming** – to obtain the main idea of the material and the author's organizational style. The material may be read intensively later.
- **overview skimming** – to read shortened, simplified or interpreted versions, rather than the original material in order to save time, etc.
- **review skimming** – to re-read and re-evaluate material; a valuable study skill.

SCANNING

The purpose of scanning is to locate specific points or answers to questions. Students should look for:

- graphs
- tables
- illustrations
- headings and sub-headings
- words/phrases appearing in boldface or italics
- specific words or phrases to locate information
- shading or screening of information.

INTENSIVE READING

The purpose of intensive reading is to master the reading content.

1. Alley, Gordon, and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods*. Love Publishing Company, Denver. 1979, p. 83.

PROPAGANDA TECHNIQUES

Individuals are influenced by other individuals and groups (group pressure). The mass media – television, radio, newspapers, magazines and books – also influence and inform individuals. The information one receives can be inaccurate and/or misleading.

Propaganda is the art of persuasion. It is the systematic effort to spread opinions or beliefs, often by distortion and deception. (The information may not present two sides and/or avoids examining the evidence.)

Experts in propaganda use these methods to spread opinions and beliefs. Advertising is one field where propaganda is sometimes used. As well, individuals often use some of these techniques in everyday conversation.

Some common propaganda techniques are as follows:

1. Bandwagon – Everyone has one! Everyone is doing it! etc.
2. Card Stacking – Presents the good or unique factors or presents the worst possible case.
3. Glittering Generalities – Describes something in very favourable terms.
4. Name Calling – Uses negative words to describe or label someone or something.
5. Plain Folks – Emphasizes the attachment to the average/common citizen or majority.
6. Testimonial – Uses well-known or respected person to say that the idea or product is good.
7. Transfer – Carries the authority or prestige of something respected over to something else in order to make it respected as well. This may involve the use of symbols to accomplish a purpose for which they were not intended.

Other techniques of persuasion using misleading arguments include the following:

1. Ad Hominem – Attacks or accepts an idea on the basis of who said it rather than on the idea's own merits.
2. Appeals to Emotion – Uses information to arouse feelings.
3. Appeals to the Past – Uses tradition.
4. Cliché – Uses timeworn expressions or ideas.
5. Either-or – Limits choice to two or a few when there are many.
6. Ethnocentricity – Uses own culture to judge other cultures.
7. Euphemism – Uses mild or indirect expression instead of one that is harsh or unpleasantly direct.
8. Improper Comparisons – Compares unlike things.

9. Irrelevant Proof – Uses evidence that has nothing to do with the subject.

10. Jargon – Uses unintelligible or meaningless words to impress rather than to communicate.

11. Leading Questions and Statements – Uses statements and questions to lead to incorrect conclusions (the way it was said "context" leads elsewhere).

12. Omission – Withholds facts to make faulty conclusion.

13. Out-of-Context – Lifts statement out of entirety in order to suggest a different meaning.

14. Over-Simplification – Distorts or deceives by giving too simple a reason or explanation.

15. Poor Analogy – Compares dissimilar objects, people or events.

16. Poor Underlying Assumptions – Bases argument on weak stated or unstated assumptions.

17. Post Hoc Fallacy – If one event follows another event, then the first event caused the second one ("post hoc ergo propter hoc" – after this, therefore because of this).

18. Single Cause Fallacy – Singles out a particular contributory cause and treats it as if it were the only cause (or the only one worth mentioning).

19. Statistical Fallacies – Uses statistics to confuse people with misinformation.

Inaccurate samples: size of sample, representativeness, the questions and the questioner.
Short-term statistics: used to make long-term claims.
Rates and total numbers: not distinguishing between the two.
Averages: not distinguishing between median (the middle figure) and the mean (arithmetic average).
Gross statistics: confuses by equating total amounts with individual characteristics.
Graphs: creates illusions by "sloping the trend line"; uses the "Big Figure" to make change greater than it actually is; deceives by using unmarked axes.
Percents: uses percents to prop up a weak argument.

20. Stereotype – Uses over-simplified mental picture of a person, place, idea or event.

21. Straw Man – Claims that an opponent, real or imaginary, said something that he or she didn't say, which makes the opponent look foolish.

22. Weak Generalization – Presents generalization from single example or lack of evidence.

SCORER: TEST-TAKING STRATEGY

This strategy is designed to aid students to approach test taking systematically.

1. **S – SCHEDULE** your time. The student must think of:

   a. How many questions are there?
   b. What are the weightings of the various questions?
   c. Which questions are easy? Difficult? Quick to answer? The time needed to complete each section should then be estimated (e.g., a multiple choice test of 120 questions with a one hour time limit is: 60 / 120 = .5 minutes per question).

2. **C – CLUE** words. Most exam questions have built-in clues. Use them.

3. **O – OMIT** the difficult questions. The following procedure is suggested to aid students in this step.

   a. Move quickly through the test for the initial pass.
   b. When a question appears easy or you're certain of the answer, answer it.
   c. Skip those questions on the first pass which appear difficult. When a question is missed, mark the margin with a symbol (+ or ✓) to show that you need to come back to it.
   d. When the easy and certain questions are answered, return to those skipped and marked with a symbol, and try again.
   e. If you still are unable to answer on the second pass, mark the questions again by changing the "+" to a "++" or ✓ to "✓✓". Keep going.

4. **R – READ** the directions for the entire test and for each test question very carefully.

5. **E – ESTIMATE** your answers. This could have two meanings, according to the type of test question:

   a. Those involving calculations or problem solving – roughly estimate the 'ball park' figure.
   b. Multiple choice – take an educated 'guesstimate' at a possible answer if you are unable to answer the question on the third pass. Never leave questions unanswered unless you will be penalized for wrong answers.

6. **R – REVIEW**

   a. Use every minute available to you. Return to the double checked (++ or ✓✓) difficult questions first. Look for new clue words and hints. Next, review the single checked questions (+ or ✓), and finally the unchecked ones, if there is time.
   b. Only change answers if you have a good reason to do so.
   c. Be sure all questions are answered.
   d. Make certain that your name is **printed** on all separate sheets.

Adapted from *SPELT: A Strategies Programme for Effective Learning/Thinking: Inservice Edition* (SPELT International, Ltd.), pp. 162-163. Copyright 1987 by R. Mulcahy, K. Marfo, D. Peat and J. Andrews. Reprinted by permission.

TEST-TAKING CLUE WORDS

All or Never: In true-false questions, these words usually indicate a false answer.

Usually or Sometimes: In true-false questions, they usually indicate a correct answer.

The following terms are frequently used on tests and should be reviewed to ensure that all students know their meaning.

Compare – Look at two or more things and find how they are alike.

Contrast – The opposite of compare. Look at two or more things and see how they are different.

Criticize – Look at something and write about its worth. What might be wrong with it?

Define – Give a clear meaning.

Diagram – Make a drawing or a chart and label all the parts.

Discuss – Explain the good and bad points of something.

Enumerate – Answer in an outline form: list all the facts point by point.

Evaluate – Similar to discussing, but more emphasis is on individual opinions.

Explain – Tell how and why something happened.

Illustrate – Support the written/spoken answer with a drawing or chart.

Interpret – Give a personal opinion as to how and why something happened.

Justify – Prove a personal answer by providing evidence.

List – Put the answer down point by point.

Outline – List the major and minor points.

Prove – Present evidence to justify the answer.

Relate – Emphasize points which are similar/different and describe them in writing.

Review – Examine the major points of the problem critically.

State – Write about the main points omitting any details. Be brief.

Summarize – Present the main points only.

Trace – Start at the beginning of an event and follow its progress through to the end, describing major points along the way.

TIME MANAGEMENT

Effective time management will contribute to academic success and is a skill necessary for daily living. The following activity will assist students to:

- develop further awareness of personal use of time
- organize personal time more effectively.

Have students list activities and corresponding times for one evening, as illustrated below.

ACTIVITY	TIME	TIME IN MINUTES
Return from school	4:30	
Snack	4:30 – 4:45	15 min.
Play ball	4:45 – 6:00	75 min.
Eat supper, do household chores	6:00 – 7:15	75 min.
Watch TV	7:15 – 8:30	75 min.
Homework/studying	8:30 – 9:15	45 min.
Bathe, wash, etc.	9:15 – 9:30	15 min.
Listen to music	9:30 – 10:00	30 min.
Bed	10:00	

Have students determine the listed activities which may be inflexible or beyond their control, such as mealtimes and household chores, and those which may be flexible such as watching TV and completing homework. The following table may be used as an example and is based on the above sample schedule.

DAILY SCHEDULE

		Total hours/min.
Inflexible time; e.g., chores, meals etc.		1 hr. 15 min.
Flexible time; e.g.,		4 hrs. 15 min.
Entertainment		
– participating in sports	1 hr. 15 min.	
– watching TV	1 hr. 30 min.	
Personal care	30 min.	
– bathing		
– hair care		
Homework	30 min.	
Studying	15 min.	
Snack	15 min.	
	TOTAL TIME:	5 hrs. 30 min.

Have students refer to their personal time chart/daily schedule and complete the following activities:

- Calculate the percentage of total time devoted to activities during flexible time such as entertainment, homework and studying.
- Compare homework/studying time to other components of flexible time.
- Discuss the accuracy of placing homework/studying time under inflexible time rather than as a component of flexible time.

Instruct students to develop a weekly studying schedule. Both homework and studying should be included in their schedules.

Some students will study by reviewing the new material from each class on a daily basis, while others may select one subject per evening to study.

Remind students that completing homework and studying daily may decrease the time students will need to spend studying prior to an examination and will increase success.

QUESTIONING STRATEGIES

Student use of appropriate questioning strategies will enhance comprehension, problem solving, decision making and critical/creative thinking. Student ability to process information will be enhanced through generating, asking and answering questions.

Effective questions often include questions from both the cognitive (processing information) and affective (interests, attitudes) domains. Questions should be used to motivate, instruct or evaluate. Questioning strategies used by teachers may serve as models, but students should receive instruction on how to ask and answer their own questions.

Teachers are encouraged to model and promote student use of a variety of types of questions. Four levels of questions may be used and placed on a continuum moving from closed to open questions. The four levels of questions include:

- MEMORY LEVEL questions require one to recall factual information (definitions, time, place) and are closed questions because there can be only one correct answer.
- CONVERGENT LEVEL questions require the individual to recall and organize facts or ideas into one's own words, displaying ability to recognize relationships. Convergent questions are closed because one correct answer exists but answer need not be rote memory.
- DIVERGENT LEVEL questions require original and creative responses by combining facts and ideas in order to draw conclusions (synthesizing and inferring). They are open questions as there may be more than one correct answer, but answers are based on accurate information.
- EVALUATIVE LEVEL questions call for judgment and choice based on evidence and values. Evaluative questions are open as there are no incorrect answers, only opinions or choices.

Questioning strategies enable students to recall, comprehend, apply, analyze, synthesize and evaluate. Students should be aware that the question type used is related directly to the information required. Question types at each level are important and one will often use all levels to generate, clarify, organize and increase information and ideas.

Teachers may directly teach questioning strategies using various methods, including:

1. Introduce a question level/type to students, provide opportunities for students to use the question type, encourage students to make note of when they use the question type and have students share information with classmates. Focus on one question type for a period of time (e.g., one week) and repeat the activities with consecutive questioning strategies. Conclude direct teaching of question levels/types by having students separate themselves into two groups. One group will observe and record question types used while the other group discusses an issue, current event, etc. Reverse roles and repeat.

   Have students graph or chart the question types used during the discussion and provide opportunities for discussion of the results. Assist students to realize that the use of all question levels and types will enhance understanding.

2. Write a topic or a question on the chalkboard and tell students to form an opinion about the topic or answer the question. Ask students what they need to know before they can form an opinion, or answer the question and record their responses.
   e.g., Topic: Automobile insurance rates
   Question: What do you need to know to pass Friday's quiz?

   Have students categorize the questions according to the levels/types listed on the chart.

The following list is intended to assist teachers in constructing questions for classroom discussion, activities, assignments and examinations. Types of questions can be adjusted to the learning styles and abilities of students.

Levels/Types	Key Words	Examples
REMEMBERING KNOWLEDGE (recalling, recognizing) Recalling or recognizing information from memory.	Define Describe Identify Label List Locate Match Name Record	How . . .? What . . .? When . . .? Where . . .? Which . . .? Who . . .? Why . . .? Locate various sources of information.
COMPREHENSION (translating, interpreting, extrapolating) Understanding the meaning of information. Changing information from one form to another. Discovering relationships.	Explain Outline Paraphrase Rephrase Restate Reword Translate	Recognize the main idea. Explain what is meant. Explain in your own words. Give an example. Condense this paragraph. State in one word. What part doesn't fit.
APPLICATION (organizing) Using learning, information in new situations.	Apply Change Demonstrate Illustrate Manipulate Select Use	Select the statements that best apply. Tell how, when, where, why. Tell what would happen. What would happen if . . .? What would result . . .? This applies to . . . Does this mean . . .?
ANALYSIS (taking part) Separating information into basic parts so that its organizational structure can be understood – identifying elements, relationships.	Analyze Categorize Classify Compare Contrast (similarities/differences) Differentiate Distinguish Examine Identify parts Infer Outline (no format given) Separate	What relationship exists between . . .? Analyze cost, benefits and consequences. What motive is there . . .? What is the point of view of . . .? What is the theme, main idea, subordinate idea? Distinguish fact from opinion. What is relevant and non-relevant information? What inconsistencies . . .? What persuasive technique . . .? What does the author believe, assume . . .?

Levels/Types	Key Words	Examples
SYNTHESIS (putting together) Combining parts into new or original pattern. Creativity.	Combine Compose Conclude Construct Crate Design Develop Formulate Imagine Invent Make Plan Predict Produce Suggest Summarize	Formulate hypothesis or question. Plan an alternative course of action. Draw conclusion based on observations. What if . . .? How would . . .? How can . . .? How could . . .? If this . . . then what? How else would you . . .? State a rule. What would you predict . . .?
EVALUATION (judging) Judging whether or not something is acceptable to unacceptable according to define standards.	Assess Choose Compare (pros/cons) Debate Decide Evaluate Judge Justify Prioritize/Rank Rate Recommend	Do you agree? Give your opinion. What do you think of . . .? Which do you prefer? Which is better? Would it be better if . . .? Judge bias, emotion, motivation. The best . . . The worst . . . If . . ., then . . .

NOTE-TAKING STRATEGIES

THE CORNELL SYSTEM

The Cornell System[1,2] is based on 5 R's – Record, Reduce, Recite, Reflect and Review. The Cornell System is illustrated below. The Cornell note-taking system will assist students in organizing facts and ideas and identifying key words and phrases.

Record – Record notes on the longer right-hand side of the page. Use consistent abbreviations. Write on every second line, which will allow you to make additions later.

Reduce – After class, reduce notes to key words, which are written in the left-hand summary column.

Recite – Test yourself (out loud or silently) by folding the page so that only the key word summary is exposed. Use these key words as cues to help retrieve the information written on the right-hand side of the page. This ideally should be done within 24 hours of the original note taking.

Reflect - Manipulate the ideas contained in the notes. Think of ways the information in the notes links with what you already know. Draw diagrams.

Review – Self-test at least once a week for the next four weeks, and then regularly until exam time.

5 R's

Record
Reduce
Recite
Reflect
Review

NOTE-TAKING APPLICATIONS

A variety of note-taking strategies using the 5 R's may be applied when:

- note-taking from oral lectures, films, filmstrips, textbooks, or supplemental materials.
- integrating note-taking with a studying technique.

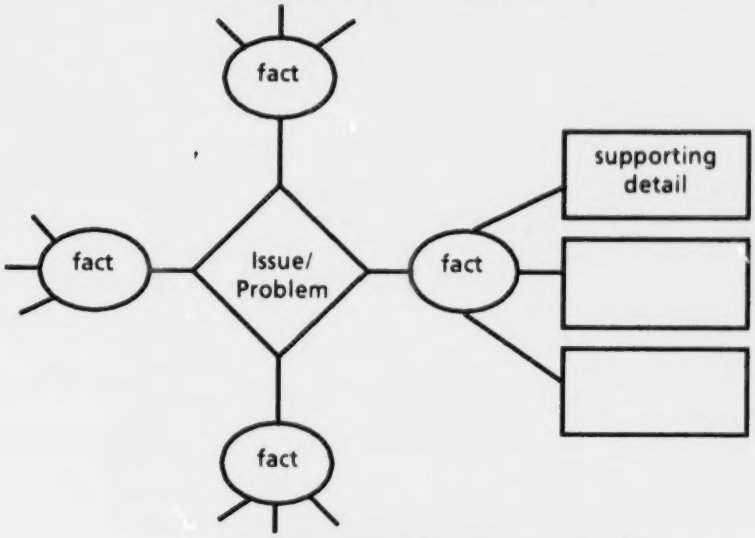
Encourage students to use mnemonic strategies to facilitate remembering and retrieval of the key words written in the left-hand margin.

1. Pauk, Walter. *Perceiving Structure: How Are the Ideas Organized?* Skills At a Time Series. Providence, RI. Jamestown Publishers, 1985.
2. Pauk, Walter. *How to Study in College*. 2nd ed. Boston, MS. Houghton Mifflin, 1974.

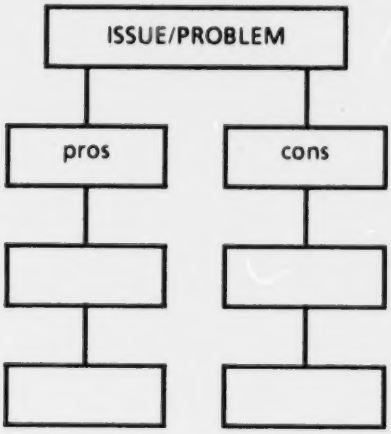
ORGANIZING FOR WRITING AND SPEAKING

Semantic webs or maps and comparative/contrastive maps can also be used as **prewriting** activities. Two configurations, which will assist students to organize facts and ideas in preparation for forming an outline are illustrated below.

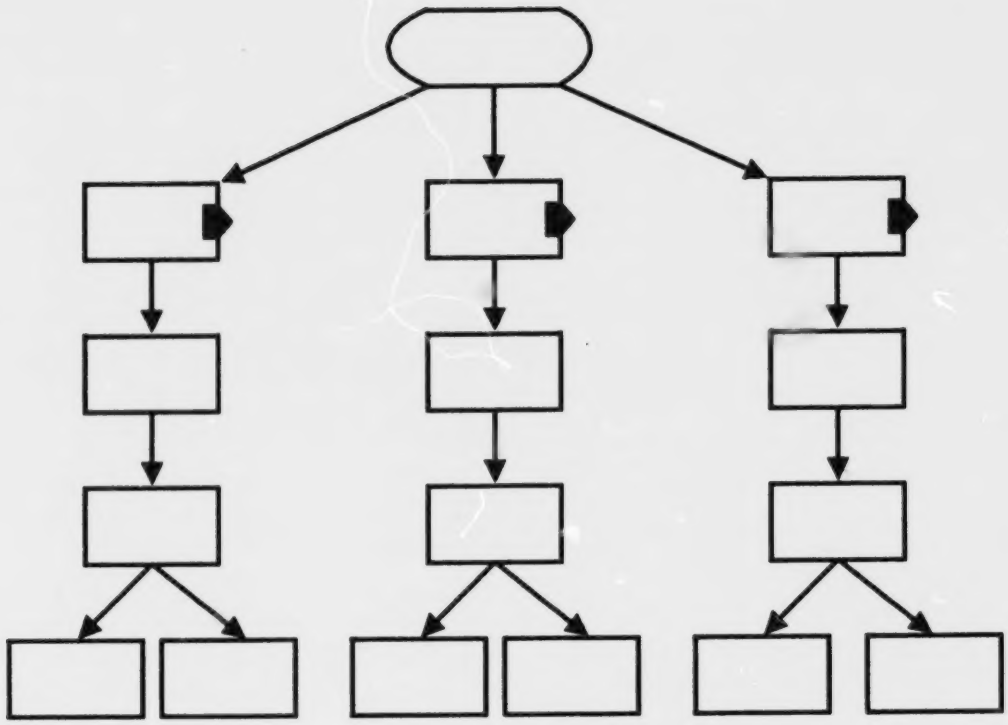
SEMANTIC WEB/DESCRIPTIVE MAP



COMPARATIVE AND CONTRASTIVE MAP



SEQUENTIAL MAP
(time order)



This "map" configuration may be used to visually display:

- the steps in following instructions (e.g., following a recipe)
- the chronological order of a sequence of events (e.g., reporting an accident, a news event, an event in history).

VOCABULARY FOR ORGANIZING, SPEAKING AND WRITING

SIMPLE ENUMERATION

first
to begin with
second
also
too
furthermore
moreover
besides
again
in addition
next
then
most important
equally important
finally
last
in fact

GENERALIZATION PLUS EXAMPLE

for example
for instance
in other words

TIME OR SEQUENCE

first
second
next
finally
on (date)
as
when
now
before
later
after(wards)
not long after
following
in the meantime
while
soon
subsequently
at last
after a short time

CAUSE AND EFFECT

accordingly
as a result
because
consequently
hence
since
therefore
for this reason
this led to
so that
nevertheless
if . . . then
thus
the conclusion
on account of
owing to

COMPARISON - CONTRAST

at the same time
although
but
however
conversely
in spite of
despite
on the other hand
nevertheless
notwithstanding
as well as
not only . . . but also
either . . . or
while
unless
in comparison
in contrast
still
yet
on the contrary
likewise
similarly

CURRENT AFFAIRS

The study of current news events is inherent to a social studies program. Thematic units provide opportunities to include the study of current news items as they relate to the prescribed knowledge, skills and attitudes of the social studies courses. Teachers are encouraged to address current affairs on an ongoing basis throughout the school year. A supply of media material should be available to students and students should be encouraged to bring appropriate media items from home, the workplace and the community. A variety of media sources may be employed including:

- local, rural/urban, provincial, national newspapers
- magazines, pamphlets, booklets
- television and radio news broadcasts and programs
- public and private institutions, such as libraries, schools, health care agencies, travel agencies.

Relating current world issues to the contexts of the social studies program will enhance student learning. The following example illustrates the relationships among current affairs and the contexts of world, country, province, community, family and self.

EXAMPLE

Current Event: Lack of rainfall results in low crop yield in the United States.

Contexts	Consequences
World	Decrease in wheat from the United States on the world market.
↓ Country (Canada)	Increase in demand for Canadian wheat.
↓ Province (Alberta)	Increase in revenue from agriculture which may result in additional support for government services, such as health care, education, etc.
↓ Community	Increase in personal income for people in the farming industry may result in increased sales and, thus, economic stability for local retail outlets.
↓ Family	Increase in spending flexibility and purchasing power; increase in government services.
↓ Self	Present: increase in allowance Future: increase in agriculture – related employment opportunities.

SUGGESTED ACTIVITIES

The following activities may be adapted and used in Social Studies 16 and 26 thematic units.

NEWS SOURCES

1. Have students locate current news information sources, such as newspapers, television, radio, billboards, magazines, etc.

2. Have students examine, analyze and/or compare the format and/or layout of:
   - local, rural/urban, provincial, national newspapers
   - various journals (e.g., Alberta Report, Canada and the World, Canadian Geographic)
   - television programs (e.g., 60 minutes, W5, 48 hrs., The Fifth Estate)
   - radio news broadcasts.

3. a. Provide opportunities for students to compare the format used when writing or reporting specific news events from a variety of sources:
   e.g., main idea and supporting details
   fact and opinion
   use of visuals, such as diagrams, photographs, charts.

   b. Have students analyze and/or compare editorials from television, radio, journal and newspaper sources.

4. Encourage students to investigate the use of visuals in reporting by referring to the following:
   - Is the visual clear?
   - Does the visual enhance the broadcast?
   - Does it clarify the news item?
   - Would the report be equally clear without the visual?
   - Describe the visual.
   - Provide opportunities for students to summarize verbally and/or in writing visuals used when reporting.

5. Provide opportunities for students to write, tape record, present, summarize, demonstrate and/or videotape individual and/or group news reports throughout the year. Students often enjoy role playing news/sports broadcasters.

6. Schedule a television for the classroom in order to view and analyze news programs presented during the day. Initiate discussions about format, accuracy, fact/opinion, clarity, visuals, depth, etc.

7. Have students examine the reliability of news sources.

NEWS AND GEOGRAPHY

1. Place a large world map on the bulletin board. Have students contribute news items and identify the location of the event on the world map throughout the year.
   - Encourage students to clip from print sources and/or summarize news items to attach to the bulletin board adjacent to the map. Run string from the clipping/summary to the geographical location.

2. Distribute world maps to students to locate areas in the news.
   - Have students place on maps main water bodies, directions, equator, tropics, prime meridian, hemispheres, continents, etc.
   - Provide opportunities for students to use latitudes and longitudes to find absolute location of places in the news.

3. Provide students with a variety of atlas activities:
   - to become familiar with the information contained in an atlas
   - to read various types of maps; e.g., political, population distribution, landform and climate maps
   - to read and interpret visuals, such as graphs, charts, legends, diagrams
   - to use latitudes and longitudes to find absolute locations.

4. Have students compare various world representations such as globes and maps.

5. Provide opportunities for students to estimate and/or calculate distances from their community to areas in the news using scales.

6. Have students compare time zones, climate, vegetation, natural resources, population, transportation routes, etc., of areas in the news.

NEWS ITEMS

1. Establish current events files that pertain to the topics of the social studies program. Encourage students to contribute relevant news items as they occur for future reference. Remind students to date and name the source of the articles.

2. Initiate discussion by asking students to share information about current news issues. Have students distinguish between municipal/local, provincial, national and international news.

3. Have students identify the main issues or problems in news items and describe or hypothesize factors contributing to the news event, such as economy, politics, religion, climate, natural disasters, etc.

4. Have students use critical/creative thinking and problem-solving/decision-making strategies to develop alternative strategies to resolve problems/issues presented in current news items.

5. Provide students with a current news headline and/or outline summary and have students write or present a factual news article based on the information.
   - Have students write or present an editorial based on the information.
   - Have students apply an alternative strategy to the problem/issue and discuss the process and results.

6. Encourage students to recognize the influences of newsworthy events on self, community, province, country and world.

7. Conduct an opinion pole related to a current news issue within the school or community. Analyze and discuss the results.
   - Present the information to other students using charts, graphs, etc.

8. Encourage students to attend and report school and community events.

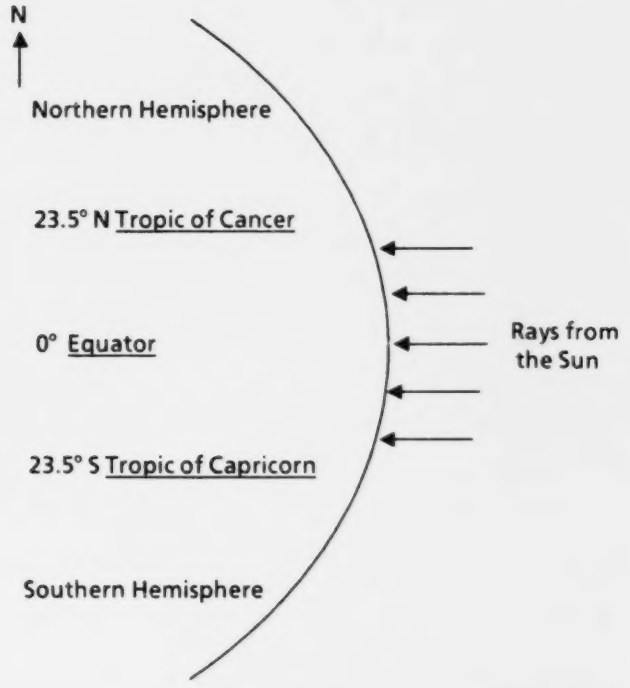
MAPPING ACTIVITIES

1. Provide opportunities for students to examine and discuss the structure and purpose of a globe.

   A globe – is a representation of earth, and therefore, is spherical
   – has imaginary lines called latitudes and longitudes used to locate places.

   Latitudes are parallel lines that divide the globe horizontally. Latitudes never meet and are sometimes called parallels. The <u>equator</u> is 0° latitude and separates the globe into northern and southern hemispheres.

   The <u>Tropic of Cancer</u> and <u>Tropic of Capricorn</u> represent the boundaries of direct sunlight; i.e,. where rays from the sun will touch the surface of the earth at 90° angles.

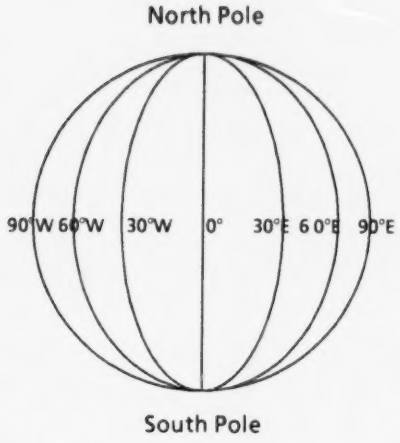


The Tropic of Cancer is 23.5° N
The Tropic of Capricorn is 23.5° S
The North Pole is 90° N
The South Pole is 90° S

Have students use a globe to:

- compare size and number of land masses and water bodies in the northern and southern hemispheres
- identify continents, countries, oceans, etc., in the northern and southern hemispheres
- identify countries intersected by the equator and tropics
- identify other latitudes; e.g., the 49th parallel separates Canada from the U.S.A.

Longitudes are imaginary lines that divide the globe vertically. Longitudes are sometimes called **meridians** and meet at the poles. Longitudes divide the globe into eastern and western hemispheres. The <u>Prime Meridian</u> is 0° longitude and intersects Greenwich, England. The longitude with the highest value is 180° and is on the opposite side of the globe to the prime meridian.



Have students use a globe to:

- locate 0° and 180° longitude, and the international date line
- compare the size and number of land masses and water bodies in the eastern and western hemispheres
- identify continents, countries, oceans, etc., in the eastern and western hemispheres
- name the continents and countries intersected by the prime meridian
- identify other longitudes;
  e.g., 120° W separates Alberta from British Columbia
  40° E roughly separates Europe from Asia.

2. Provide opportunities for students to use latitudes and longitudes to find the locations of various places on the globe, such as:
   the continent to be found at 25° S 130° E
   the country located at 50° N 90° E
   the water body located at 0° 80° E
   the continent located at 40° N 100° W.

3. Use atlases and other resources and provide opportunities for students to compare representations of earth, such as globes and various map projections:
   e.g., Mercator, Lambert and polar equal-area
   - Sketch the continents on a mandarin orange and have students view the sketch. Peel the orange in one piece and lay the peel on a flat surface. Have students observe and discuss the distortions in size, shape and/or direction.
   - Have students discuss the difficulties that arise when cartographers attempt to represent the globe on a flat surface.
   - Assist students to recognize and chart the advantages and disadvantages of various representations of the globe.
     e.g.,

	Advantages	Disadvantages
Mercator		
Lambert		
Polar Equal Area		

GENERALIZATIONS IN SOCIAL STUDIES

Facts and concepts can be used to form general statements that are nonspecific and have broad applicability. These general statements are called generalizations. Assist students to develop generalizations in social studies and to apply knowledge about generalizations to other subject areas, at home, in the workplace and in the community.

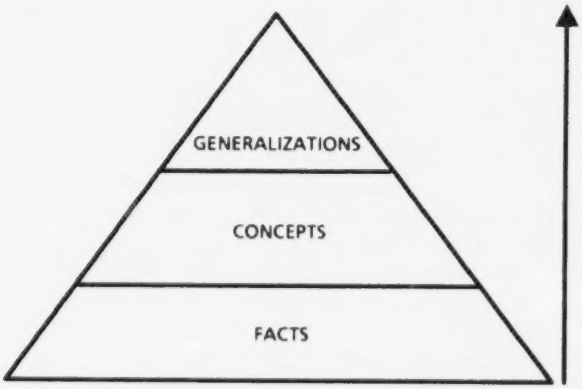
The following illustrates the relationships among facts, concepts and generalizations:

FACTS → **CONCEPTS** → **GENERALIZATIONS**

Details, statistics and/or data related to specific situations.

A term, phrase or symbol that represents a class or group of ideas or information.

A statement that combines a broad mass of related information, expresses a relationship between two or more concepts and often contain qualifiers.



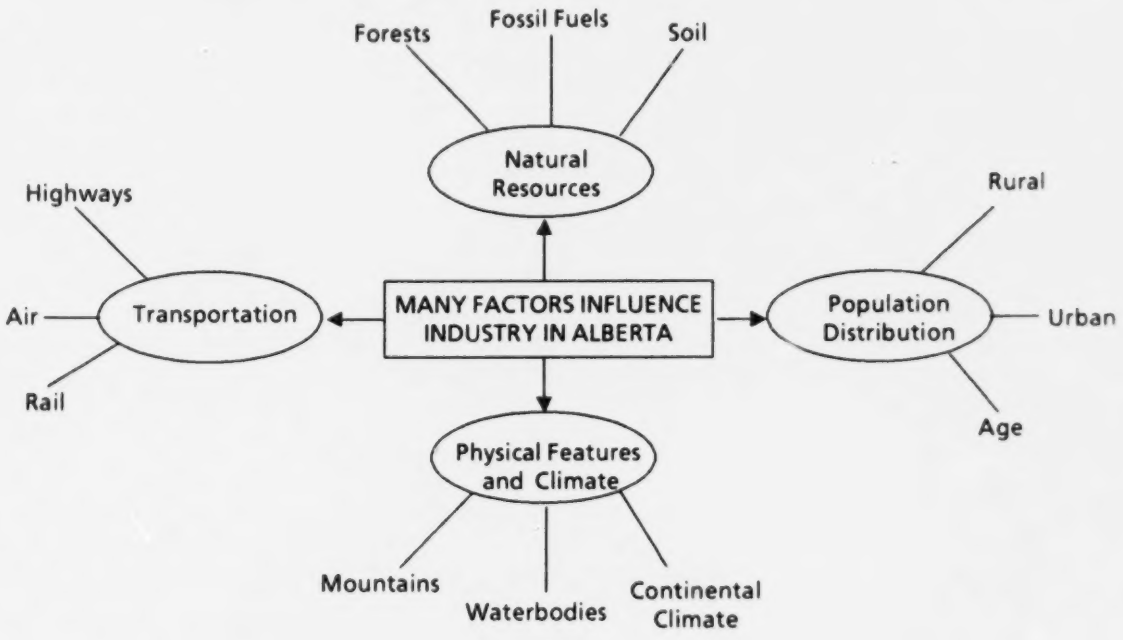
e.g.,

FACTS	CONCEPTS	GENERALIZATION
• Canada is known internationally as a producer of oil • Canada consists of people from many cultural backgrounds; e.g., Native, German, French	• diversity • unity • pluralism • regionalism	• Many factors contribute to Canadian identity.

FACTS	CONCEPTS	GENERALIZATION
• awareness of personal feelings helps one to understand others • developing communication skills will enhance interaction • relating to others will increase tolerance	• personal/interpersonal development • citizenship	• Responsible citizenship involves personal and interpersonal awareness.

1. Provide opportunities for students to form generalizations throughout the program.

2. Use critical/creative thinking strategies to relate facts, concepts and generalizations; e.g., SEMANTIC WEBBING



3. Have students evaluate their generalizations to determine whether they are logical and relate to the facts and concepts.

STUDENT EVALUATION RECORD

Name: _____ Block: _____ Teacher: _____

Purpose: To record and monitor personal progress throughout the term.

ASSIGNMENTS AND HOMEWORK

Title/Topic	Date	Mark	Title/Topic	Date	Mark

ESSAYS AND PROJECTS

Title/Topic	Date	Mark	Title/Topic	Date	Mark

TESTS AND QUIZZES

Title/Topic	Date	Mark	Title/Topic	Date	Mark

CLASS PARTICIPATION

Participation in classroom activities is a very important part of social studies. Evaluate performance on several occasions throughout the term. Indicate the evaluator by placing one of the following in the appropriate box.

Evaluator		Performance	
S	= self-evaluation	M	= mature
P	= peer evaluation	A	= adequate
T	= teacher evaluation	N	= needs attention

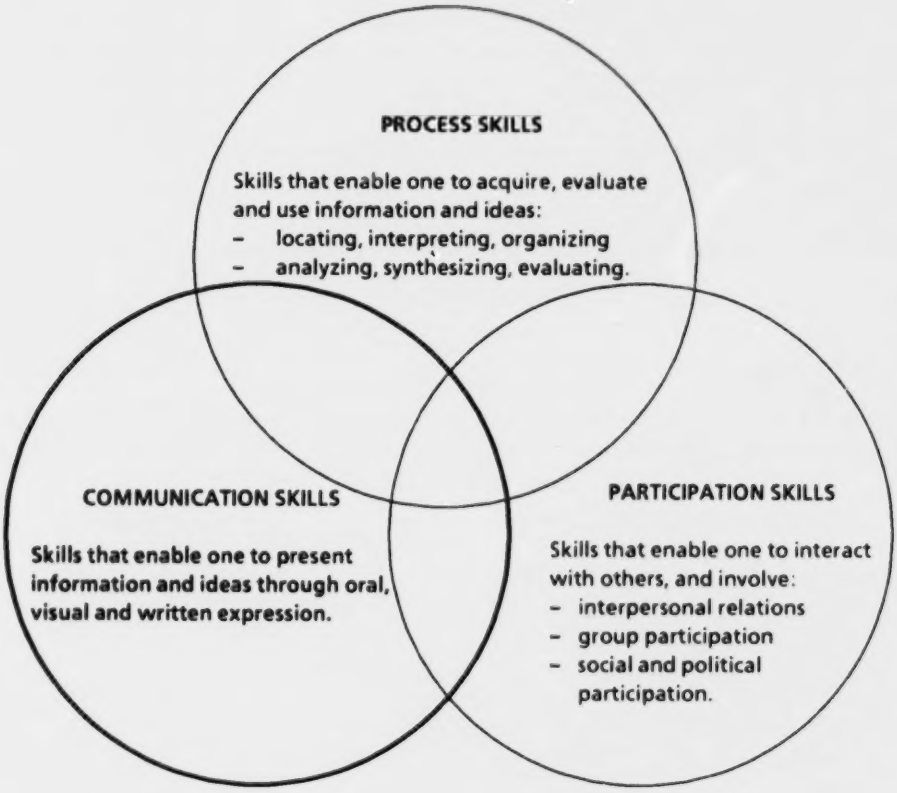
ESSAYS AND PROJECTS

STUDY SKILLS	Evaluator	Performance per Assignment								
		1	2	3	4	5	6	7	8	9
Maintains a well-organized set of notes.										
Completes assignments on time.										
Presents neat and well-organized assignments.										
Attempts to improve assignments that require revision.										
Arrives in class with required materials.										
PARTICIPATION SKILLS										
Volunteers answers to questions.										
Works well in groups.										
Uses class time efficiently.										
Participates in class discussion.										
Displays respect for self and others.										

Social studies requires student participation and one must attend in order to take part in classroom activities. Complete the calendar by placing the dates of school days in the blocks. Use an "X" to indicate days you were absent from school.

September																					
October																					
November																					
December																					
January																					

SOCIAL STUDIES SKILLS: COMMUNICATION SKILLS


PROCESS SKILLS
Skills that enable one to acquire, evaluate and use information and ideas:
- locating, interpreting, organizing
- analyzing, synthesizing, evaluating.
COMMUNICATION SKILLS
Skills that enable one to present information and ideas through oral, visual and written expression.
PARTICIPATION SKILLS
Skills that enable one to interact with others, and involve:
- interpersonal relations
- group participation
- social and political participation.

A SEQUENCE OF SPEECHES

It is important for students to become self-confident about their oral language abilities. Many students will make their livelihood in the service industries where frequent oral language exchanges will be necessary. Employers value people who communicate effectively and with ease.

Planned speeches may be included in the social studies program. As students advance from Grade 8 to Grade 11, speeches should progress from self-centred topics to the critical analysis of an issue and the time element should increase.

Speech 1 (1-2 minutes)	Speech 2 (2 minutes)	Speech 3 (2-3 minutes)	Speech 4 (3 minutes)
Suggested topics: • An embarrassing moment • What I will be doing ten years from now • The hardest thing I've ever done	Suggested topics: • A demonstration on something I do well (e.g., apply makeup, curl a friend's hair, shoot basketballs, sketch cars)	Suggested topics: • A book presentation • A film you should (or should not) see • A TV program you may enjoy	Suggested topics: • A report on an interview with someone in the workplace (e.g., job shadowing assignment)
Objectives: • to become aware of the audience • to learn simple strategies for preparing a presentation (e.g., notes on index cards) • to overcome nervousness	Objectives: • to become less dependent on notes • to develop metacommunication skills (e.g., monitoring what the audience expects from the speech) • to become increasingly fluent in speaking before an audience • to learn the value of gestures and body movements • to learn the appropriate use of props and visual aids	Objectives: • to show insight into the characters • to summarize and give main ideas • to share a personal opinion or judgment with an audience	Objectives: • to organize thoughts into a sequence • to transmit information gained from another source • to make an evaluation of the quality and authenticity of the information

TEACHING STRATEGIES

Teachers must prepare students for delivering formal speeches using a variety of preliminary activities which will serve to develop speaking abilities at an appropriate pace for each student. The following suggestions may assist teachers when planning instruction designed to develop speaking abilities:

- class discussions
- peer discussions in pairs
- individual question/answer sessions or discussions with the teacher
- discussions in small groups
- reading and/or presenting to the teacher, peer or a small group
- a group presentation where each member presents a section.

Preparing for making speeches should involve coaching the students on using notes or cards and rehearsing the speech. Writing the speech involves organizing the information. Strategies useful to students in the preparation phase include:

- writing an exciting or interesting opening sentence to attract the attention of the audience
- developing a thorough description/explanation of the selected topic
- concluding the presentation.

On occasion, have students evaluate each other to test listening skills and to provide constructive criticism using the "Speech Evaluation Guide" which follows. Overuse or poorly timed peer evaluations may intimidate rather than encourage the student who is uncomfortable with oral presentations.

As students gain confidence in their speech-making abilities, teachers may wish to time the speeches and to appoint someone to record the number of speech disfluencies (e.g., "you know", "um", "er", "like", "ah").

To develop organization skills and self-confidence further, opportunities could be provided for students to present impromptu speeches. Initiate these 50 to 90 second presentations using topics familiar to students and/or topics that will allow students to defend an opinion, such as:

- "Why I like skating/skiing/swimming . . ."
- "My favourite person is . . ."
- "The legal age for driving a motorbike should be lowered because . . ."

SPEECH EVALUATION GUIDE

Name: _____ Date: _____

Topic: _____

		Yes	Needs Improvement
1.	The speaker was adequately prepared. Comment: _____	___	___
2.	There was a definite introduction, body and conclusion to the presentation. Comment: _____	___	___
3.	The speaker made eye contact with the audience. Comment: _____	___	___
4.	The speaker was able to control nervousness. Comment: _____	___	___
5.	The speech was audible and clear to all listeners. Comment: _____	___	___
6.	The speaker used notes/cards in a way that did not interfere with the main purpose of the speech. Comment: _____	___	___

Identify and comment on the speaker's strongest point. _____

_____

_____

Give two specific suggestions for improvement.

1. _____

_____

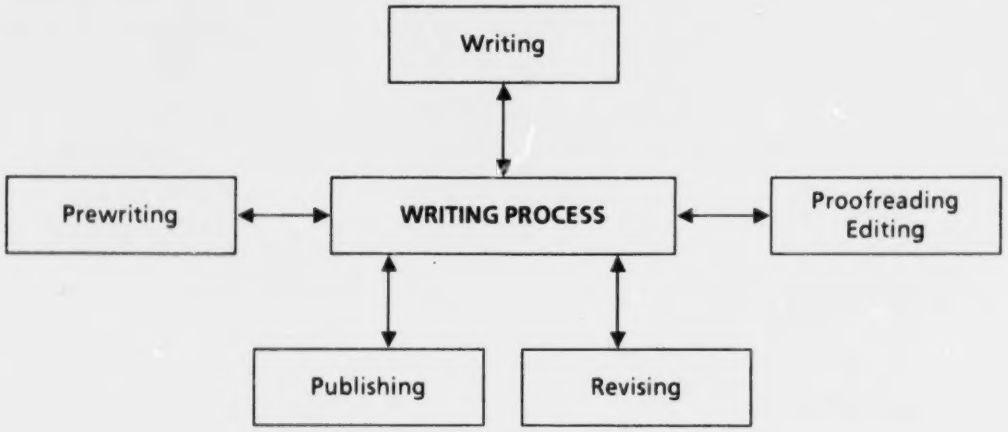
2. _____

_____

THE WRITING PROCESS

The WRITING PROCESS is recursive, rather than linear. WRITING INVOLVES CONTINUOUS MOVEMENT BETWEEN AND AMONG THE VARIOUS STAGES IN THE PROCESS.

e.g., When revising a paragraph, the writer may return to the prewriting stage for new ideas and/or directions.



The WRITING PROCESS will include the following:

PREWRITING ACTIVITIES

1. Generate ideas
   - brainstorm
   - use semantic webs and maps
   - read, discuss, ask, view, listen.

2. Organize information
   - identify the audience
   - identify a subject, topic, main idea
   - apply various strategies to generate and organize information, such as discussing, reading, viewing; completing semantic webs and maps, charts, lists, etc.
   - recognize personal feelings about the subject, topic, main idea
   - determine the purpose of writing
   - write a thesis statement.

   The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view.
   - discard details that are not relevant to the thesis statement

- determine a focus and use the remaining information to enhance that focus.
  e.g., Focus on life experiences and use personality characteristics and physical details to add interest or to support the main focus.

WRITING ACTIVITIES

Students will write several drafts which will be self, peer and teacher edited. Teachers must prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Communication, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students will:
- introduce the topic in a brief and interesting fashion
- expand on the topic, provide facts and supporting details in one or two body paragraphs
- conclude the paragraph/report by summarizing the topic and point of view.

REVISING ACTIVITIES

Students will revise their writing following self, peer and teacher appraisal. Various strategies may be used when revising material:
- read aloud to self or a classmate
- read, record and play back writing
- delete, rearrange, modify and add words, sentences and paragraphs
- return to prewriting activities and ideas when necessary
- ask the following questions:
  - Is the thesis statement thorough and clear?
  - Is the point of view expressed clearly?
  - Are the facts true and do they relate to the thesis statement?
  - Are the facts supported by appropriate and relevant details?
  - What should be increased, decreased, removed?
  - What is good? Needs improvement?
  - Does the conclusion sum up the topic and point of view?

PROOFREADING/EDITING ACTIVITIES

Students will proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students will:
- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

Students will write or use a word processor to print a final copy.

WRITING A REPORT

Purpose: To write a research report based on gathered information.

Use the following to:
- organize your report
- self-evaluate performance
- obtain peer and/or teacher feedback.

Evaluator: Self = S; Peer = P; Teacher = T

Performance: Very Good = VG; Satisfactory = S; Needs Improvement = NI

A. Generates ideas through prewriting activities, such as brainstorming, discussing, personal experience and incidental reading.

B. Selects a topic based on audience and purpose, such as interest, assignment, etc.

C. Gathers data from a variety of sources using numerous methods.

Sources – libraries, community members, media.
Methods – surveys, interviews, guest speakers.

D. Organizes data using a suitable strategy such as outlining, semantic webbing and mapping.

E. Writes a draft with an appropriate introduction, develops the topic using personal experience, examples, supporting details and develops a suitable ending. Uses a word processing program (if available).

F. Edits the draft using self-editing strategies, peer/teacher input, discussion with peers and teacher.

G. Writes a polished report based on edits. Writes on one side of the page, using double spacing. Selects an appropriate title.

H. Evaluates the product and process by re-examining the procedures and the resulting product.

Evaluator	Performance	Comments

JOURNAL WRITING

Many approaches to the journal writing component of the social studies program are possible. A prime benefit may be that journal writing encourages an expression of the student's own thoughts. Journals also promote writing for purposes other than evaluation by the teacher. Thus, journal writing may be seen as a non-threatening activity. Journals are generally not evaluated, although teachers may wish to expand the use of journals as learning tools by offering specific, non-threatening suggestions. Computers and word processing programs may be used by students for journal writing.

Although writing journals is an appropriate learning activity, teachers are cautioned against overusing journals. Determine the extent of journal use in other classes and plan journal writing accordingly.

SUGGESTIONS FOR JOURNAL WRITING

- encourage students to use a loose-leaf binder
- partake in this activity and share entries with the class
- use journal writing to stimulate discussion, to brainstorm and to build a trusting atmosphere for sharing
- read them to gain insights into students' thinking: their concerns, problems, fears, joys, anxieties and their thoughts about other subjects
- give feedback, but avoid evaluative statements about the writing itself: what matters is the attempt to write, and the expressing of ideas and thoughts
- journals are not for everyone . . . but you may only find that out by trying.

TITLES AND TOPICS FOR JOURNAL WRITING

- My Occupations Log
  - comments and descriptions of projects
  - new words/technical vocabulary
  - sketches, diagrams, explanations, questions
- Science Journal
  - definitions of terms
  - notes on observations
  - notes on concepts not understood
- TV Viewing Journal
  - schedule for viewing
  - programs watched and reasons why
  - summarize a TV movie enjoyed recently
  - summarize events of a serial program and make predictions
- Social Studies Journal
  - students' reactions to controversial issues in the news:
    - elections
    - laws
    - travel
- Interpersonal Development Journal
  - a form of diary summarizing experiences at home, with friends and in the community.

References

Fulwiler, Toby. "Journals Across the Disciplines." English Journal, Vol. 69, 9, December 1980, pp. 14-19.

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

RAFTS

During the prewriting activity, students need to focus on the writing variables. The structure of a RAFTS assignment can help students make decisions regarding the purpose, form, audience and tone of their writing. Teachers are encouraged to construct assignments for the students and show students how to brainstorm possibilities for writing.

The RAFTS assignment provides students with:

R – a role from which to do the writing. The role may be as intimate as self or as remote as an inanimate object. The developmental readiness of the learner is an important consideration as some students have difficulty assuming roles that exist outside their realm of real or vicarious experiences.

A – an audience for whom the writing is intended. Students need to write for audiences other than the teacher. Variation in audience provides for diversity in the form and level of language used.

F – a format in which to write. Students need to experiment with a variety of formats which may range from lists to reports.

T – a topic about which to write. Topics need to relate to the role and audience selected.

S – a strong verb which aids the student in vocabulary selection and setting the tone of the writing.

ASSIGNMENT FORMAT

As a role, to an audience, write a format about a topic using a strong verb.

e.g., As a river, to the MLA, write a letter about industrial pollution that condemns ineffective pollution laws.

Students or teachers may alter the order to the RAFTS variables.

SAMPLE VARIABLES FOR RAFTS

Role	Audience	Format	Topic	Strong Verb
robot	scientists	speech	technology	advising
self	self	diary	weekend	informing
self	Premier	cartoon	political issue	complaining
motorcycle	young people	song	accidents	warning

Resource

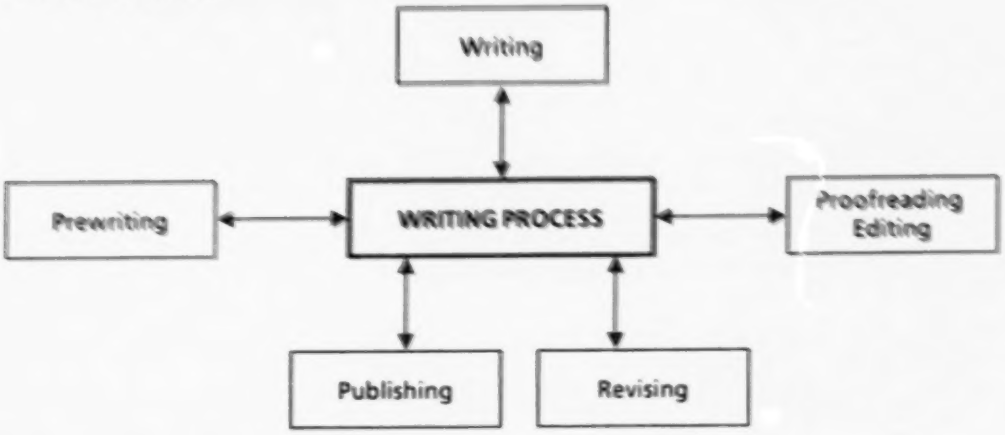
Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

A BIOGRAPHICAL REPORT

Purpose: To write a biographical sketch about a member of your family, someone you know well or someone you admire.

The WRITING PROCESS is not linear. **Writing involves continuous movement between and among the various stages in the process.**

e.g., When revising a paragraph, the writer may return to the prewriting stage for new ideas and/or directions.



The WRITING PROCESS will include the following:

PREWRITING ACTIVITIES

1. Generate ideas
   - brainstorm
   - use semantic webs and maps
   - read, discuss, ask, view, listen.

2. Organize information
   - identify the audience
   - identify a subject, topic, main idea
   - apply various strategies to generate and organize information, such as discussing, viewing, reading; completing semantic webs and maps, charts, lists, etc.

   e.g.,

Physical Traits	Personality Characteristics	Life Experiences

- recognize personal feelings about the subject, topic, main idea
- determine the purpose of writing
- write a thesis statement.

The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view.

e.g., The person I admire most is David Suzuki, who continuously expresses his concern about Canadian and world environments.

- discard details that are irrelevant to the thesis statement
- determine a focus and use the remaining information to enhance that focus.

  e.g., Focus on life experiences and use personality characteristics and physical details to add interest and/or to support the main focus.

  - Nellie McClung's strong personality, sense of humour and quick wit enabled her to convince the male-dominated Canadian government that women were more than simply "soft and sentimental". (The focus is life experiences; personality characteristics are used to enhance the focus.)

WRITING ACTIVITIES

Students will write several drafts which will be self, peer and teacher edited. Teachers must prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Communication, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students will:

- introduce the topic in a brief and interesting fashion
- expand on the topic, provide facts and supporting details in one or two body paragraphs
- conclude the paragraph/report by summarizing the topic and point of view.

REVISING ACTIVITIES

Students will revise their writing following self, peer and teacher appraisal. Various strategies may be used when revising material:

- read aloud to self or a classmate
- read, record and playback writing using a tape recorder
- delete, rearrange, modify and add words, sentences and paragraphs
- return to prewriting activities and ideas when necessary
- ask the following questions:
  - Is the thesis statement thorough and clear?
  - Is the point of view expressed clearly?
  - Are the facts true and do they relate to the thesis statement?
  - Are the facts supported by appropriate and relevant details?
  - What should be increased, decreased, removed?
  - What is good? What needs improvement?
  - Does the conclusion sum up the topic and point of view?

PROOFREADING/EDITING ACTIVITIES

Students will proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students will:

- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

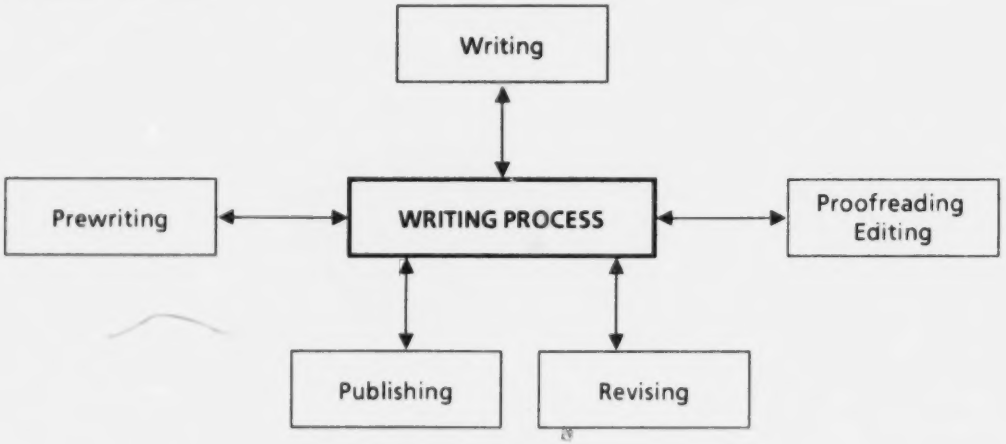
Students will write or use a word processor to print a final copy.

AN OPINION REPORT

Purpose: To write a paragraph/essay expressing a personal opinion about a person or issue.

The WRITING PROCESS is not linear. **Writing involves continuous movement between and among the various stages in the process.**

e.g. When revising a paragraph, the writer may return to the prewriting stage for new ideas and/or direction.



The WRITING PROCESS will include the following:

PREWRITING ACTIVITIES

1. Generate ideas
   - brainstorm
   - use semantic webs and maps
   - read, discuss, ask, view, listen.

2. Organize information
   - identify the audience
   - identify a subject, topic, main idea
   - apply various strategies to generate and organize information, such as discussing, viewing, reading; completing semantic webs and maps, charts, lists, etc.

   e.g.,

My Opinion	Others' Opinions

The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view.

e.g., Technology has increased the quality of life for most, but not all, Canadians.
We are not Canadians, we are Northern Americans!

- discard details that are irrelevant to the thesis statement
- determine a focus and use the remaining information to enhance that focus.

WRITING ACTIVITIES

Students will write several drafts which will be self, peer and teacher edited. Teachers must prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Communication, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students will:
- introduce the topic in a brief and interesting fashion
- expand on the topic, provide facts and supporting details in one or two body paragraphs
- conclude the paragraph/report by summarizing the topic and point of view.

REVISING ACTIVITIES

Students will revise their writing following self, peer and teacher appraisal. Various strategies may be used when revising material:
- read aloud to self or a classmate
- read, record and play back writing, using a tape recorder
- delete, rearrange, modify and add words, sentences and paragraphs
- return to prewriting activities and ideas when necessary
- ask the following questions:
  - Is the thesis statement thorough and clear?
  - Is the point of view expressed clearly?
  - Are the facts true and do they relate to the thesis statement?
  - Are the facts supported by appropriate and relevant details?
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  - What is good? What needs improvement?
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PROOFREADING/EDITING ACTIVITIES

Students will proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students will:
- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

Students will write or use a word processor to print a final copy.

I-SEARCH REPORT

In developing research skills, students may need assistance such as locating and gathering information, analyzing and evaluating the truthfulness of information, synthesizing information from a variety of sources and extracting needed information. A thoughtlessly assigned research project may become a lesson in plagiarism rather than a useful learning activity.

Students can successfully research and report information. A logical starting point is to have students engage in an "I-Search Report" where the information must come directly to the student through activities such as interviewing or experiencing (e.g., spending a day in a wheelchair and reporting to classmates). The "I-Search Report" may require extensive time for both in-class and out-of-class activities. A time span of four to six weeks would be appropriate. Students should follow the steps below in creating an "I-Search Report". (See Communication, Writing, "Writing Process".)

1. Select a topic. Brainstorm/list several issues/topics/people you are curious about. Select one for the "I-Search Report".

2. Narrow the topic. List questions you want answered about the topic.

3. Determine what you already know and what you really need to know by making a chart:

WHAT I KNOW	WHAT I NEED TO KNOW

4. Confer with your classmates and brainstorm for sources of information on your chosen topic. Tell your group how you became interested in the topic and what you need to know. Ask them for help – tips, names, addresses, phone numbers of experts, whatever.

5. Extend your list of possible sources of information. Find experts or authorities, films, tapes, newspapers, magazines, etc.

6. Before you interview people about your topic, determine the most appropriate way to approach them — through an introduction or directly? By telephone/letter?

7. Schedule an interview time that is suitable to them.

   Prepare interview questions prior to the interview to avoid questions that would provide "yes" or "no" answers. (See Participation.)

8. Know something about the topic before you interview. Approach your interview positively. Avoid "I'm sorry to bother you. I know you're a very busy person and don't have time to talk to little people like me. . . ." Authorities are usually busy or they wouldn't have become experts. Often they enjoy helping others because it provides the opportunity to talk about the work they love.

9. If you are concerned that experts may not have time to spare, begin by asking them where you might look for information and advice on your topic. You have provided them with the opportunity to refer you to other people or locations to obtain information if their time is restricted.

10. Takes notes by jotting down any pertinent information you obtain from the interview.

11. Test and compare the statements of experts. Determine whether the expert is rated highly by peers, whether the company or institution is reputable and whether the facts and details support each other.

12. Consult both first-hand sources (people who talk to you about what they're doing, or objects and events you observe on your own) and second-hand sources (books, magazines, newspapers, or people who tell you about what others have done). Remember that experts are persons who know a great deal about something and they need not hold an official position or be [illegible] certain age.

FORMAT FOR AN I-SEARCH REPORT

An I-search report may be organized in four parts according to the events that occurred during your search.

1. What I knew/did not know about my topic before I began the report.

2. Why I am writing this report (because the information will influence the individual's life rather than because the report was assigned).

3. Where I searched for information and the information I obtained.

4. What I learned and what I still need to know.

The "I-Search Report" may be written in a formal or informal manner.

Reference

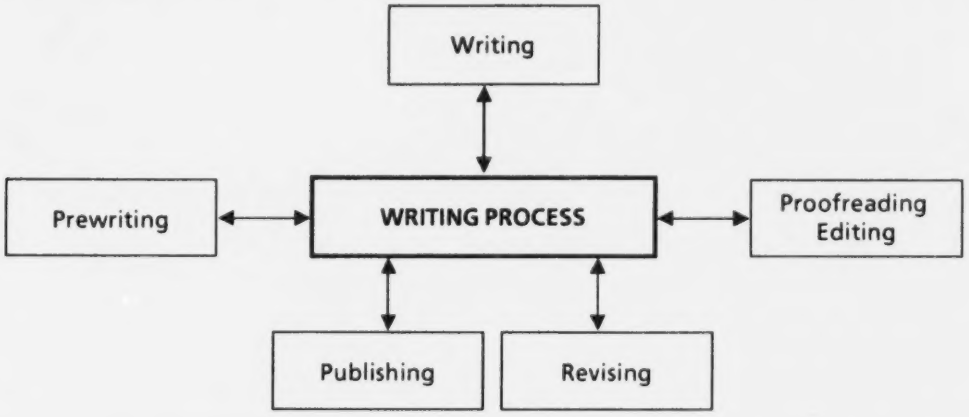
Macrorie, Ken. *Search Writing*. Boynton/Cook Publishing Inc., 1984, pp. 62-65.

COMPUTERS AND THE WRITING PROCESS

Computers and word processing programs can be used in the classroom to enhance students' prewriting, writing and post-writing performances. Computer assisted activities could include:

- daily/weekly journals
- paragraphs
- reports
- stories
- letters
- special occasion cards
- personal dictionaries
- poetry.

The **WRITING PROCESS** is not linear. Writing involves continuous movement between and among the various stages in the process.
e.g., When revising, the writer may return to the prewriting stage for new ideas and/or direction.



The following illustrates computer/word processing program use in the language arts classroom.

Prewriting ⟷ **Writing** ⟷ **Post-writing**

- Brainstorm/recall topics, vocabulary, descriptive phrases, facts, details, generalizations.
- Identify the audience.

- Use computer functions to organize and sequence material generated during the prewriting activity.
- Write first draft.
- Edit individually or by conferring with peers, teachers.
- Revise, using the computer functions of inserting, deleting or moving.
- Edit as needed.

- Write a final draft focussing on correctness and precision.
- Print and share final copy with several audiences including peers, teachers, administrators and the school newspaper.

Reference

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

A CHECKLIST FOR ASSESSING WRITING

Purpose: To self-assess writing or assess the writing of others.

Topic/Title: _____ Author: _____

Date: _____ Assessor: _____

Use checkmarks (✓) to respond to the following statements.

What I like most about this piece of written work is that the author has:

Ideas and Organization

- selected an appropriate title ____
- stated the purpose of the writing clearly ____
- demonstrated control of the subject ____
- demonstrated that he/she knows the audience ____
- chosen an organizational pattern to suit the purpose ____
- used vocabulary that fits the organizational pattern ____
- written a clear concise topic sentence ____
- provided concrete supporting details and examples ____
- used transitional devices between sentences to enhance the flow and sequencing of ideas ____
- remained on topic ____
- developed ideas further by including appropriate pictures, charts or diagrams and effectively describes these ____
- concluded by recalling the main point and summarizing ____

Expression and Mechanics

- chosen words carefully
  - specific ____
  - concrete/abstract ____
  - colourful, descriptive, imaginative ____
  - vocabulary variety ____
  - sensitive to the reader ____
- included sentence variety ____
- avoided shifts in
  - personal pronoun use ____
  - verb tense ____
- maintained agreement of person, number and gender in
  - subject and verb ____
  - verb tense ____
- used correct punctuation
  - comma, period, question mark ____
  - exclamation, quotation marks ____
- avoided spelling mistakes in
  - predictable words ____
  - unpredictable words ____
- reflected pride/care for work by turning in work that is tidy, legible ____

Comments: _____

_____

_____

_____

PEER FEEDBACK

The intent of providing opportunities for peer feedback is to enhance student learning. Students must be prepared to give and receive feedback appropriately. Feedback will include positive statements and constructive criticism.

Teachers are encouraged to use a variety of strategies designed to provide an environment conducive to giving and receiving peer feedback. Students must recognize the purpose of the activity and must be aware of and sensitive to the feelings of others. (See "Safe Classroom Environments: Emotional/Physical", pp. 7-8, and "Evaluation" in the preamble to this document, pp. 9-10.)

The following may prove useful when planning for peer feedback activities.

FEEDBACK WILL

- Contain a balance of positive comments and constructive criticisms.

- Contribute specific examples of positive behaviours and constructive criticisms.
  e.g., Jason, I liked the way you nodded your head and smiled when you were listening to Sharon.
  Jessica, you have some interesting ideas and you express them well. Next time, wait until other people stop talking before you share your ideas.
  If you put this sentence after this one, Bobby, would the meaning be clearer?

- Focus on a maximum of three skills and/or behaviours, such as non-verbal communication, participation, on-task behaviour, sentence structure, paragraphs, etc.

- Provide examples of appropriate behaviours rather than listing inappropriate behaviours.

e.g., **Instead of saying**:	**Consider saying**:
Don't interrupt.	Listen to everyone. We all have something important to contribute.
You didn't remain on topic.	That is a great topic to discuss. If your discussion gets off topic, write down the new topic for later reference and continue with the present topic.

- Provide opportunities for students to contribute suggestions about strategies to encourage appropriate behaviours.
  e.g., If the discussion has wandered from the topic, ask students for strategies that may be used by group members to remain on topic.
  If a student is not participating, ask students to contribute strategies designed to include everyone.
  If a paragraph does not focus clearly on the thesis statement, ask the student to suggest ways to adjust the writing to support the thesis statement.

TEACHING STRATEGIES

MODEL FEEDBACK BEHAVIOUR

Provide feedback:

- to the entire class after completing a group activity, such as analyzing a community partnership experience
- to small groups after completing a group project, discussion, etc.
- to individual students about participation in groups, written work, etc.

COMPARE STUDENT AND TEACHER FEEDBACK

After completing a community partnership or other class activity, student and teacher evaluations may be compared.
e.g., Evaluate a visit to a newspaper office, a classroom presentation by a community member, a film, a newspaper article.

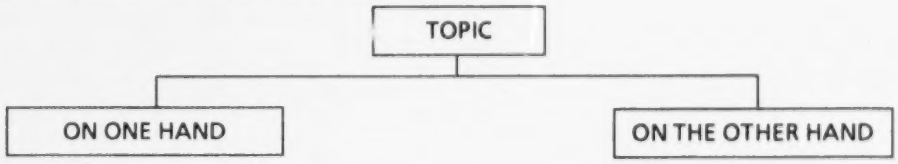
IDENTIFY AND DEFINE THE FOCUS OF THE FEEDBACK

Identify the focus of an evaluation and provide opportunities for students to obtain a thorough understanding of the focus.
e.g., The intent of the feedback may be to focus on whether the supporting details relate to the facts and the thesis statement. Provide practice for students to enhance their knowledge about thesis statements, facts and supporting details.

USE VARIOUS FEEDBACK TECHNIQUES AND TOOLS (See "Evaluation" in the preamble to this document, pp. 9-10.)
e.g., de Bono's PMI

Plus	Minus	Interesting

Comparative and Contrastive Maps



PROVIDE OPPORTUNITIES FOR STUDENTS TO RESPOND TO THE WORK OF PEERS

Initial activities should have students working with a self-selected partner and have one feedback focus.

As students become increasingly comfortable and feedback less threatening, the teacher may pair students on occasion; the focus may increase to two or three skills and/or behaviours; and the subject of the evaluation may vary.

PEER RESPONSE SHEET

Name: _____ Date: _____

Title: _____

Name of Author: _____

1. What do you like best about this item? _____

   _____

2. What is the main idea of the item? _____

   _____

3. Who is the intended audience? _____

   _____

4. What feelings were expressed by the author? _____

   _____

5. What would you like to know more about? _____

   _____

6. Complete the COPS chart below to evaluate the work.

C Capitalization	O Overall Appearance	P Punctuation	S Spelling

7. Express your opinion about the item. _____

   _____

   _____

VIEWING RESPONSE SHEET

Name: _____ Date: _____

Title of the Visual: _____

Name of Author/Movie Company/Series: _____

1. What did you like best about this item? _____

_____

2. What was the main idea of the item? _____

_____

3. Who was the intended audience? _____

_____

4. What feelings were expressed by the visual? _____

_____

5. What would you like to know more about? _____

_____

6. Complete the PMI chart below.

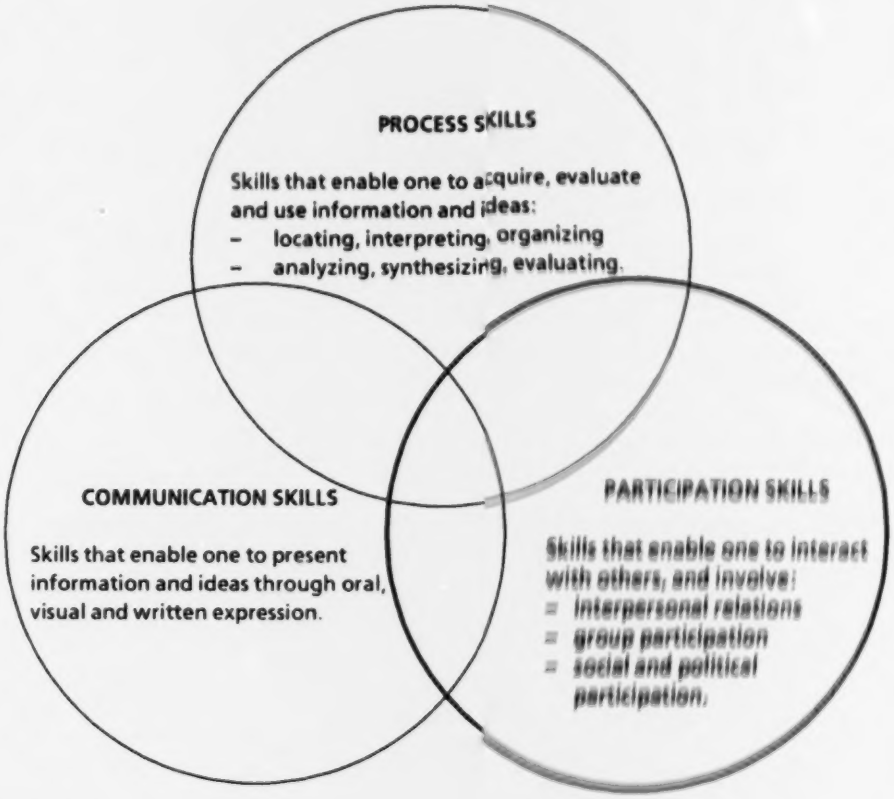
P Plus	M Minus	I Interesting

7. Express your opinion about this visual. _____

_____

_____

SOCIAL STUDIES SKILLS: PARTICIPATION SKILLS


PROCESS SKILLS
Skills that enable one to acquire, evaluate and use information and ideas:
– locating, interpreting, organizing
– analyzing, synthesizing, evaluating.
COMMUNICATION SKILLS
Skills that enable one to present information and ideas through oral, visual and written expression.
PARTICIPATION SKILLS
Skills that enable one to interact with others, and involve:
= interpersonal relations
= group participation
= social and political participation.

COOPERATIVE LEARNING

Cooperative learning is a teaching-learning strategy that encourages and requires students to work together in order to achieve common goals. Teachers provide a situation that is structured so that students are dependent upon each other to complete a learning task.

Note: The degree of success achieved through cooperative learning strategies depends upon effective and continuous teacher, peer and self-evaluation, the nature and interpersonal maturity of students and the focus of the activity. Teachers are encouraged to select teaching strategies in keeping with abilities and needs of students.

The basic elements of cooperative learning are:

- positive interdependence of group members
  - common goals
  - division of labour
  - sharing materials, information and resources
  - individual/group rewards
- direct interaction among group members
- individual accountability for completing and mastering assigned material
- interpersonal and small group skills development.

Teachers are encouraged to review a variety of related materials in order to enhance understanding of cooperative learning and related classroom strategies. The following may be of assistance:

Johnson, David W., Roger T. Johnson, and Edythe Johnson Holubec. *Circles of Learning: Cooperation in the Classroom*. Interaction Book Company, 7208 Cornelia Drive, Edina, MA, June 1986.

Johnson, David W., Roger T. Johnson, and Edythe Johnson Holubec. *Cooperation in the Classroom: Revised*. Interaction Book Company, 7208 Cornelia Drive, Edina, MA, 1988.

COOPERATIVE LEARNING STRATEGY: TEAM PLAN

The team plan strategy will provide opportunities for students to cover course material while enhancing personal and interpersonal skills. The teacher is a coach, director, monitor, rather than a supplier of information. Cooperation is crucial because individual and group success requires the combined efforts of each member. Students are responsible for their own learning and the learning of their peers.

- Organize students into "team groups" of two to four members (see Participation, "Sociograms").
- Have each student become responsible for a section of the total task;
  e.g., gathering data for a visual, answering questions, completing one part of a case study investigation.
- Have students who are responsible for the same tasks reorganize into "specialty squads". The "specialty squads" will enable students to master the topic through discussion, note-taking, etc. Students will develop a plan to present the information to their "team group".
- Use a variety of methods and sources to evaluate student, individual and group performance. (See "Evaluation" in the preamble to this document, pp. 9-10.) Marks should be based on the

average of an individual's grade and the average of grades obtained by the remainder of the "team group".
- Students return to the "team group" to review and reflect on how much they have learned and on how well they worked together.

COOPERATIVE LEARNING STRATEGY: PARAPHRASING

Provide opportunities for students to paraphrase in pairs in order to promote group effectiveness. When paraphrasing, the receiver may:

- restate the sender's message and feelings (not mimic or parrot)
- preface statements using phrases, such as
  - you think, feel, believe that . . .
  - your position is . . .
- avoid any indication of approval/disapproval
- be accurate
- avoid adding or removing information
- try to put yourself in sender's position.

INSTRUCTION IN AND ABOUT SMALL GROUP DISCUSSIONS

Students may require assistance to develop appropriate discussion skills. For example, they may lack experiences and/or skills necessary to recognize nuances of tone and mood in the facial expressions and speech of others. Students will benefit from a variety of discussion experiences designed to enhance the flow of interaction, such as speaking, listening, questioning, acknowledging and additional listening. (See additional discussion strategies and activities which follow in this document.)

SETTING RULES

Members of discussion groups may increase their involvement if they feel they have some ownership of the rules. Have student generate discussion rules and post these as reminders. Ensure that everyone understands the rules. Rules may change according to the goals of the group.

GROUP SIZE AND SEATING ARRANGEMENTS

Small groups of four or five are ideally suited to discussion. A circle formation permits all members to participate equally.

MAKING DECISIONS

Reinforce the process by which decisions will be made: consensus, majority vote, compromise, minority control, expert or authority in the group. The strongest decisions are those arrived at by group consensus, yet consensus is often difficult to achieve.

ROLES

Students may require assistance when determining their roles and functions in the group (e.g., a recorder takes notes, a chairperson keeps the discussion on-track and encourages all members to become involved). The natural leader of the group may need assistance to avoid replacing the appointed leader. Teachers may assign roles for initial discussion experiences.

GROUP GOAL

Clarify for students the specific goal of the group discussion and encourage them to use strategies designed for keeping the discussion directed at reaching the goal (e.g., calling attention to and recording major ideas).

EVALUATION

Provide opportunities for students to self-evaluate. Peer evaluation may follow when students understand fully the purpose and focus of peer appraisal. Teachers may circulate and observe group interaction focusing on participation, on-task behaviour, communication skills, etc. Debriefing will include positive behaviours and constructive criticism. (See Communication, "Peer Feedback" and "Evaluation" in the preamble to this document, pp. 9-10.)

GROUP PROCESS SKILLS

The following tasks may require direct teaching:

- asking probing questions
- intervening if a member becomes disruptive
- calling attention to major ideas
- keeping time
- remaining on topic
- asking for opinions, information and suggestions from others
- offering opinions, information and suggestions
- correcting others
- asking for clarification
- releasing tension in the group
- working as a unit.

NON-VERBAL CUES

The following activity is to be completed while students are grouped in pairs and sitting throughout the classroom. Students are to face each other, about one metre apart with nothing between them, and nothing in their hands to distract them. Some students will be comfortable on the floor while others will adjust their position to remain in their desks. Teachers may assign partners to increase class cohesiveness, cooperation, etc. (See Participation, "Sociograms".)

PART A: LACK OF RESPONSE

- One student will be 'A', the other will be 'B'.
- Ask 'A' to role play being a tape-recorder which means 'A' does not respond to 'B' in any way but, rather, just sits without moving.
- Assign 'B' a topic and permit 30-45 seconds for 'B' to talk about the topic (e.g., "My favourite memory", "My favourite TV program").
- Call "stop" and ask 'A' to "play back" the recorded message as closely as possible to the original.
- Reverse the above to allow 'B' to be the tape-recorder and 'A' to discuss a topic.
- Debrief students after this section by asking questions similar to the following:
  - How did you feel when you were the tape recorder?
  - How did you feel when you were the speaker?
  - Did you want to continue speaking when you had no response from the listener?

PART B: POSITIVE, NON-VERBAL RESPONSES

Have students organize themselves into pairs and select an 'A' and a 'B'.

- Ask 'A' to role play the "attentive listener" and to use appropriate non-verbal skills while listening.
- Assign a topic to 'B' and ask these students to talk for 30 seconds. (Topics may include "My favourite weekend activity", "Why I like (name or sport)", or "My favourite food".)
- After completing the activity, reverse the roles, assign a new topic and continue for another 30 seconds. During the activity, walk around the classroom; model and acknowledge positive non-verbal cues (non-verbally).
- Teachers may wish to praise student behaviour, after the first group of students have practised listening skills, to direct and reinforce the purpose of the activity.

- Debriefing should be positive. Have students discuss their willingness to talk when their partners appeared to be listening attentively. Ask students to identify and/or display some of the non-verbal cues used by their partners.

- Teachers may select a pair who displayed good use of non-verbal skills to perform for class observations.

PART C: NEGATIVE, NON-VERBAL RESPONSES

Parts B and C are interchangeable; e.g., teachers may choose to complete Part C with the pupils before Part B.

- Students are again in pairs.

- Instruct the 'A' group to display negative, non-verbal behaviours while the 'B' group members talk. Students must remain in their places.

- Assign 'B' a topic (e.g., "If I had a million dollars" or "Where I would like to live").

- Allow 'B' 30 seconds to talk, and then reverse roles.

- Some negative non-verbal behaviours may include:
  - avoiding eye-contact
  - turning the body away
  - manipulating a pen, pencil, etc., with the hands
  - sighing
  - rolling the eyes up.

- Ask students to describe their feelings when they were the speaker/the listener.

- Compare/contrast the students' feelings and willingness to talk in activities 'A' through 'C'.

- Reinforce the above activities by asking students to observe and to share non-verbal behaviours used at home, on television, when speaking to friends, and/or at the workplace.

Continue to provide opportunities for students to apply appropriate non-verbal listening skills through a variety of discussion activities.

DISCUSSION GAMBITS

Students may require additional assistance to develop and apply communication strategies in discussions, change the topic, get others in the group to participate, argue a point, disagree, and/or call closure. They may need instruction in using discussion **gambits**. Following are some useful tools for discussions.

GAMBIT	EXAMPLES
Interrupting	May I make a comment on that? May I add something? May I ask a question?
Steering the discussion	Let's get back to... Where was I? What were we talking about?
Offering an opinion or a guess	I'd say.... I think.... Could it be....
Offering a well-grounded opinion	I'm pretty sure.... I'm almost positive....
Taking a stand	I personally feel... Personally, I believe....
Asking for suggestions	What would you do? What do you think?
Offering suggestions	I have an idea....
Restating someone else's point	What you're saying is.... You're simply saying.... You mean then....
Correcting oneself	Don't get me wrong.... What I mean is.... What I'm trying to say is....

GAMBIT	EXAMPLES
Giving examples	To give you an idea.... For instance.... To illustrate my point....
Summarizing and concluding	So in short.... To sum up.... In a nutshell.... To make a long story short....
Agreeing with or correcting someone	That's right Exactly! Correct Not quite No, I'm afraid not.... You're close....
Admitting a lack of knowledge	(I'm afraid) I don't know I'm not sure I forget I can't remember
Disagreeing	That doesn't fit I don't think so Get serious! No way! Get real! Frankly, I doubt....
Closers	Let's wrap this up.... To summarize our discussion....

Provide opportunities for students to use and evaluate self- and peer-applications of the above and other discussion techniques or gambits.

Reference

Gambits: Openers (1976); *Links* (1979); *Responders, Closers and Inventory* (1979). Copyright by Public Service Commission of Canada and Minister of Supply and Services of Canada.

SELF-EVALUATION IN GROUP DISCUSSIONS

It is important to monitor your participation in group discussions. The following checklist can be used to help you evaluate yourself.

INSTRUCTIONS: Take a few minutes to reflect honestly on your contributions to the class. Put a checkmark next to those statements that are true of you in today's discussion and fill in the blank spaces appropriately.

Topic of Discussion: _____ Name: _____ Date: _____

1. ___ I contributed ideas without waiting to be asked.
   One idea I contributed was _____
2. ___ I kept my remarks on topic.
3. ___ I supported my ideas and remarks with specific details (e.g., I gave an example).
4. ___ I listened carefully and thoughtfully in my group.
5. ___ I can recall other group members' ideas.
   One important idea was _____
6. ___ I encouraged other group members to tell more about their ideas.
7. ___ I asked other group members questions about their ideas.
8. ___ I showed respect for other member's ideas and opinions, even if I disagreed.
9. ___ I let other members finish speaking without interrupting.
10. ___ I changed my mind about something as a result of listening to other members' opinions.
    I changed my mind about _____
11. ___ I think I might have made someone else change their mind about something as a result of an idea I contributed.
    The issue was _____
12. ___ I have a clearer concept of my own concerns/problems as a result of this group discussion.
13. ___ I have a better understanding of other people's concerns/problems as a result of this group discussion.
14. ___ Something I learned from today's discussion: _____

LISTENING SURVEY

Name: _____ Date: _____

INSTRUCTIONS: Recall a recent communication experience and check and/or complete the behaviours you demonstrated while with that person or group of people.

_____ Paid attention to others' thoughts and feelings.

_____ Maintained eye contact.

_____ Used non-verbal listening skills; such as _____, _____ and _____.

_____ Spoke without interrupting someone else.

_____ Helped someone else join the conversation.

_____ Helped someone to share personal feelings openly.

_____ Told another person what I liked about him/her.

_____ Found a positive way to handle a negative situation.

_____ Explained my own ideas/opinions clearly without putting others down.

_____ Gave a helpful suggestion.

_____ Allowed others to share and did not monopolize the conversation.

List additional listening skills you used during the above communication experience.

_____

_____

Name two communication skills you would like to improve.

_____

_____

VERBAL NON-LISTENING

Purpose: To assist students to become aware of, and monitor, personal use of appropriate and inappropriate verbal listening behaviour.

INSTRUCTIONS

- Organize students into pairs.
- Have students select one person to be A, the other to be B.
- Assign A a topic to discuss while B displays verbal non-listening skills.
- Switch roles and assign another topic.

Topics: My favourite after school activity/food/television program/movie/sports event is. . . .

- Have students identify inappropriate listening behaviours and write them on an overhead or chalkboard.
- List categories below and have students categorize the inappropriate listening behaviours that have been identified.

Behaviour	Example
Interrupting	Statement: I went to a movie Saturday night and. . . . Response: Don't you hate the prices of food at the movies? I think they are too expensive, and I. . . .
Using "Me, too"	Statement: I had a great time Saturday night. . . . Response: Me, too. You won't believe what we did!
Advising	Statement: I'm worried about my friendship with Barb. I don't think she wants to be my friend anymore. Response: So what! I told you not to bother with her in the first place. What good is she to you anyway?

DEBRIEF THE ACTIVITIES USING THE FOLLOWING

- Is there someone in your life to whom you find it difficult to listen? Why?
- What could you do to be a better listener to that person?
- Have you experienced occasions when people have not listened to you?
- Who is someone who really listens to you?
- Which non-listening behaviours do you use most often?
- Which non-listening behaviours annoy you the most?

Provide opportunities for students to make tape-recordings of role playing activities wherein the characters use inappropriate and/or appropriate verbal non-listening skills.

Play these back to the class and have students list and categorize the skills.

FORMING QUESTIONING CHAINS

Questioning chains are a series of linked questions that lead students to discover answers. Such chains begin with a specific focus and with closed-ended questions:

- How shall we start to find x?
- What do you call this process?
- What kind of character is John?

When you've established that the student has noticed the significant bits of information needed to solve the problem, you expand the focus:

- What processes can we use to simplify the equation?
- What by-products does this process often lead to?
- What do you notice about John's behaviour?

After students have developed more skill, expand the focus again, giving them responsibility for the chain:

- What should we do first?
- What is the goal of this problem?
- In stories, what is the first kind of question we usually ask?

Questioning chains can also be used with the "I can't do any of this" phenomenon. Lead students through with questions; often they know the answer but don't realize they have all the pieces they need to figure it out.

- Well, you knew you needed help. That's a start! Can you read the problem?
- Do you know what all the words mean?
- What are we looking for?
- What's the first step?
- What's the second step?
- How will I do that? Why is that next?
- What next? How about this?

When students succeed with the problem, ask: "How can we check that answer?" and finish with "See, you can do it! I thought you said you couldn't, but you did!".

Reference

Pace, Sandra. *Instructional Mediation in the Classroom: How Teacher Talk Influences Student Learning*. Presentation given at the 2nd Annual International Ethnography of Childhood Workshop, Camrose, Alberta, July 1-3, 1987.

SOCIOGRAMS

Purpose: **To gather information about students, to assist when organizing students for group activities.**

Teachers may allow students to select members for group activities or teachers may organize students according to the objectives/nature of the activity and/or the students.

Teachers may wish to organize students for the following reasons:

- to include students who are not readily accepted by others
- to combine strong students with weaker students
- to enhance interaction among class social groups
- to place disruptive students with less disruptive students
- to combine students to facilitate leadership development.

Students may vary their selections of group members, depending upon the nature of the activity.

1. Students will often select their more capable classmates if the activity is demanding and/or required for evaluation purposes.

2. Students will often select their friends, or people with whom they wish to be friends, if the activity is less demanding and/or not required for evaluation purposes.

Teachers are encouraged to complete sociograms on several occasions throughout the year in order to examine classroom dynamics and reorganize groups when appropriate.

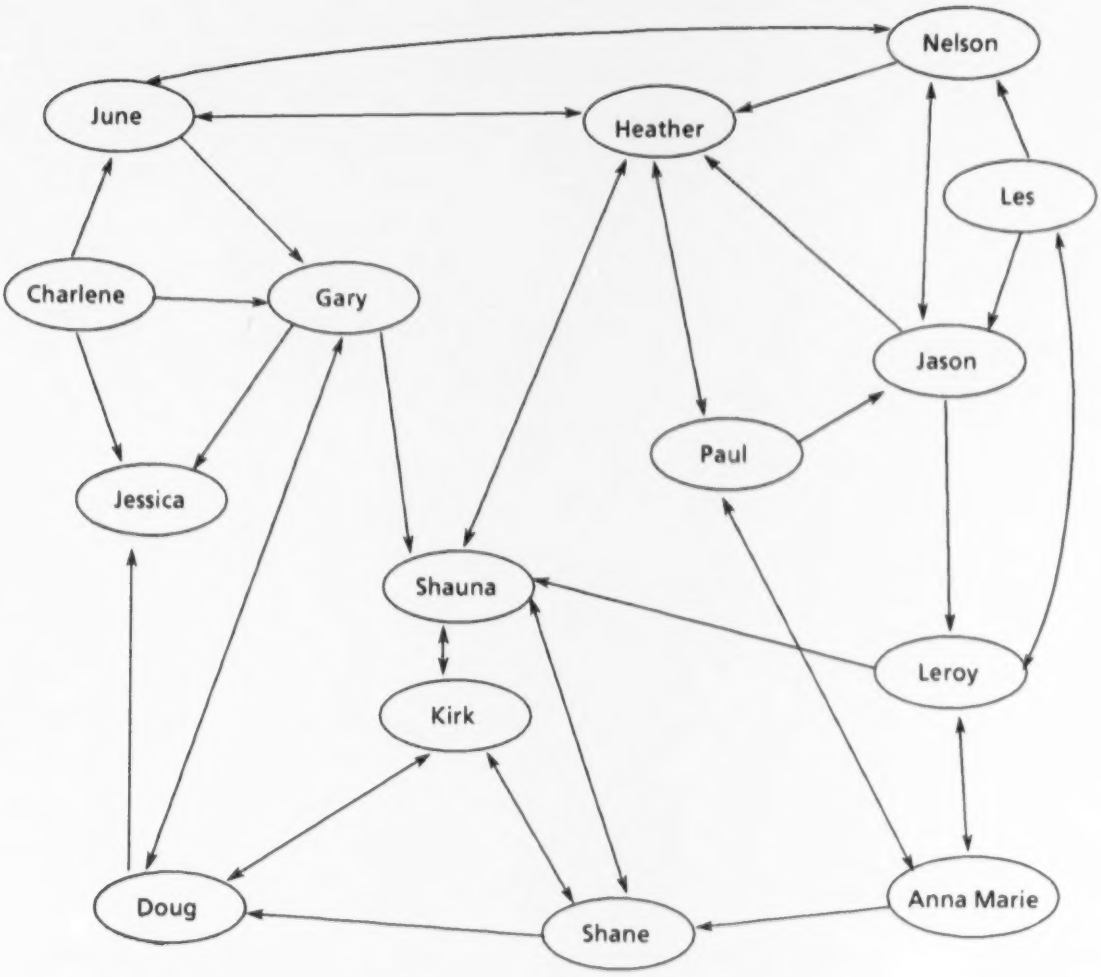
Two types of sociograms are useful to teachers and may be completed by asking students the following questions and having students select classmates in response to each question.

1. With whom would you like to work?

2. With whom would you like to work when completing a task that requires extensive work and/or which will be evaluated?

Ask the first question listed above and have students name three or four students. One week or more later, ask the second question and have students name three or four students. Responses will remain anonymous.

The following diagram illustrates a sociogram in which each student selected three classmates. Arrows indicate the direction of the selection (e.g., June → Gary indicates that June wants to work with Gary). A double arrow indicates that students selected each other (e.g., June ←→ Gary indicates that June wants to work with Gary and Gary wants to work with June).



Observations

- Charlene is an isolate (i.e., no one selected her). It would be important to place Charlene in a group with one or two of the most receptive people she selected (Jessica, Gary or June).
- Shauna, Kirk and Shane selected each other, indicating a close bond. This bond could be a positive or negative force during group activities.
- Five people selected Shauna and Heather, which may indicate that these students are leaders, popular, academically strong, etc.
- Anna Marie has selected all boys, which may or may not result in problems.
- Jessica did not take part in the activity and should be provided with the opportunity to select classmates.

DEALING WITH ANGER

INSTRUCTIONS: List personal sources of anger and/or frustration and methods you have used in the past to deal with your feelings. If you can identify more appropriate strategies, list them.

Source of Anger/Frustration	Ways I have dealt with anger/frustration	More appropriate strategies

Anger is often an outcome of conflict situations. Read the following conflict resolution strategies and be prepared to provide appropriate examples of each.

COMPETITION – Forcing the issue; arguing the issue; pulling rank.

COLLABORATION – Assertive problem solving; confronting disagreements; exchanging and/or accepting ideas.

COMPROMISE – Exchanging ideas; making concessions; bargaining.

AVOIDANCE – Ignoring others; passing the buck; delaying action; waiting for problem to solve itself.

ACCOMMODATION – Conceding position; taking pity.

Discuss dealing with anger and conflict situations with your peers and/or family members and list techniques you may use in future situations.

"I FEEL" STATEMENTS

Purpose: To enhance students' ability to express themselves clearly and positively.

Individuals may become angry and resentful, and take their anger out on others or oneself. A more appropriate method of dealing with anger and frustration is by expressing our feelings directly to the person/people involved, using "I feel. . . ." statements.

e.g., Your best friend interrupts constantly when you are talking.
You let your anger build and shout, "You jerk, stop being so rude."

Using an "I feel. . . ." statement, your response could be, "When you interrupted me, I felt hurt because I had something important to say and you were not listening."

"I FEEL. . . ." STATEMENT FORMULA

- State the problem behaviour: "When you. . . ."
- Express your feelings: "I feel. . . ."
- State a reason for your feelings: Because. . . ."

Brainstorm problem situations you and your classmates have experienced. Develop and be prepared to share "I feel. . . ." statements for each.

Situations	"I feel. . . ." statements
A.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
B.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
C.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
D.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
E.	State problem behaviour: _____ Express feelings: _____ State reasons: _____

INTERPERSONAL DEVELOPMENT

Organize a social studies activity/resource centre in the classroom and encourage students to contribute games, books, magazines, etc.

The following group activities are intended to increase student interpersonal development.

Note: Complete a sociogram several times a year to assist when organizing students for group work. (See Participation, "Sociograms".)

1. Map Puzzle

   Purpose: To provide opportunities for students to develop non-verbal communication and cooperation skills.

   a. Draw lines on a world map to separate the continents. Duplicate a map for each student on different coloured paper. Distribute the maps and have students label the continents and cut along the lines to separate the continents.

   b. Students are to exchange pieces so that each student makes a world map with different coloured continents.

   c. Rules: – Students will use non-verbal communication.

      – Students will exchange map pieces only with the permission of the other student involved in the transaction.

      – Students cannot receive a piece without giving one in return.

      – Students will return to their desks when they have formed their multi-coloured maps.

   Alternative Activity: Organize students into groups of four or five. Have students challenge each other by completing the activity within their groups.

2. SS Ten

   Purpose: To provide opportunities for students to review geography, people in the news, current events issues, etc., and to develop communication and participation skills.

   a. Organize students into two groups.

   b. Provide opportunities for each group to develop a set of questions and answers to ask the other group. Questions should relate to news events, current thematic unit, etc.

   c. Teacher will also develop a set of questions.

   d. Teacher will initiate the activity by asking a question. The individual who responds first by raising a hand will answer the question on behalf of his/her group.

e. If the first group answers correctly, they receive 10 points and ask the second group a question.

f. If the first group fails to answer the teacher's question correctly, the second group may respond. If the second group provides the correct answer, they will receive 5 points and will ask the first group a question.

g. If both groups fail to answer the teacher's question correctly, the teacher asks another question and the student with the first hand to be raised must respond. (See d.)

h. The group who answers correctly will ask the other group a question. If the second group responds correctly, they receive 10 points and the right to ask the first group a question.

i. If the second group responds incorrectly, the first group receives 5 points and asks another question. (The group asking the question must furnish the correct answer.)

j. If the group who asks the question does not have the correct answer, 5 points are awarded to the other group and this group asks a question.

Alternative Activity: Have students develop social studies games similar to "Trivial Pursuit" and "I.Q. 2000". Students would add questions, answers and play the game throughout the year.

3. Across Canada Scavenger Hunt

Purpose: To provide opportunities for students to interact with classmates in group situations, to increase interpersonal development, and to gain knowledge about the provinces.

a. Organize students into groups of four or five. Students will remain in these groups throughout the year for this activity.

b. Have students select a team name, make a thermometer poster to record their scores and decorate the thermometer illustrating their team name. Post team thermometers on the bulletin board.

c. Initiate the game, using the Province of Alberta. Develop a set of clues to direct students to specific people, places and events.

d. Groups may earn bonus points if they contribute unusual facts and/or items relating to the province.

e. Have students record scores on their thermometers on a regular basis.

Alternative Activity: Complete a scavenger hunt with one group representing Alberta. Then assign a province to the other groups of students, and schedule time for groups to develop their provincial scavenger hunt. Provide opportunities for students to complete each provincial scavenger hunt during the year.

4. CroSSword

Purpose: To review social studies knowledge and to develop further interpersonal skills.

a. Have students work in groups to develop crossword puzzles or word find games, using social studies vocabulary, people, events and/or places in the news, etc.

b. Collect, duplicate and distribute the puzzles to students to make CroSSword activity books to add to the social studies centre in the classroom. Students would complete puzzles individually or in groups.

5. Additional Activities

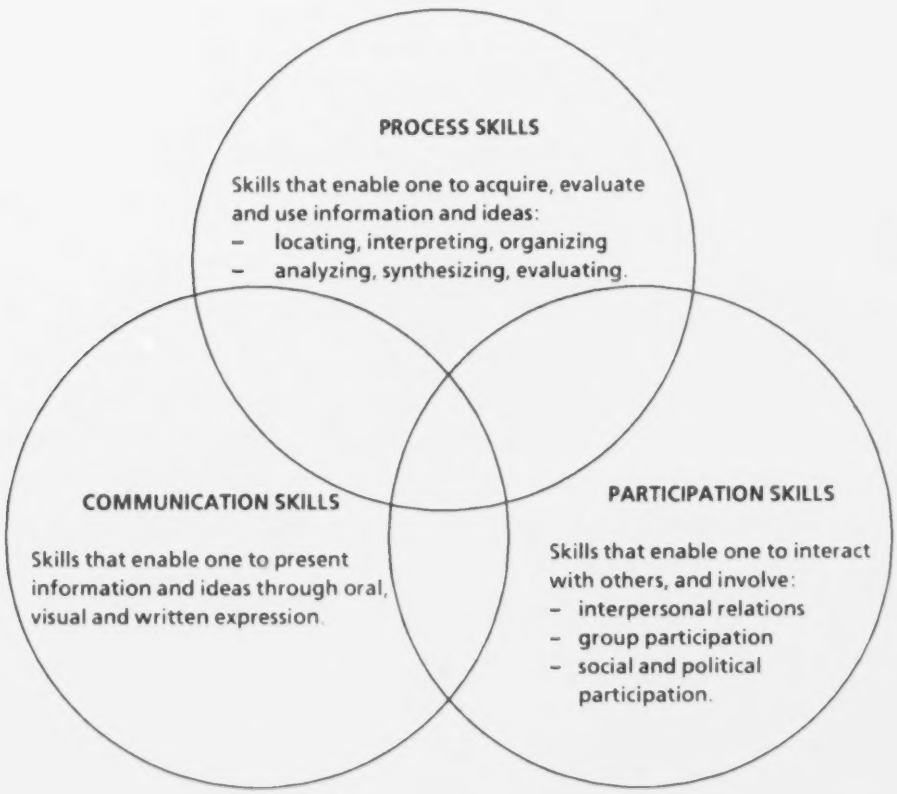
a. Provide opportunities for students to use social studies software.

b. Obtain a world map jigsaw puzzle for students to complete during the year.

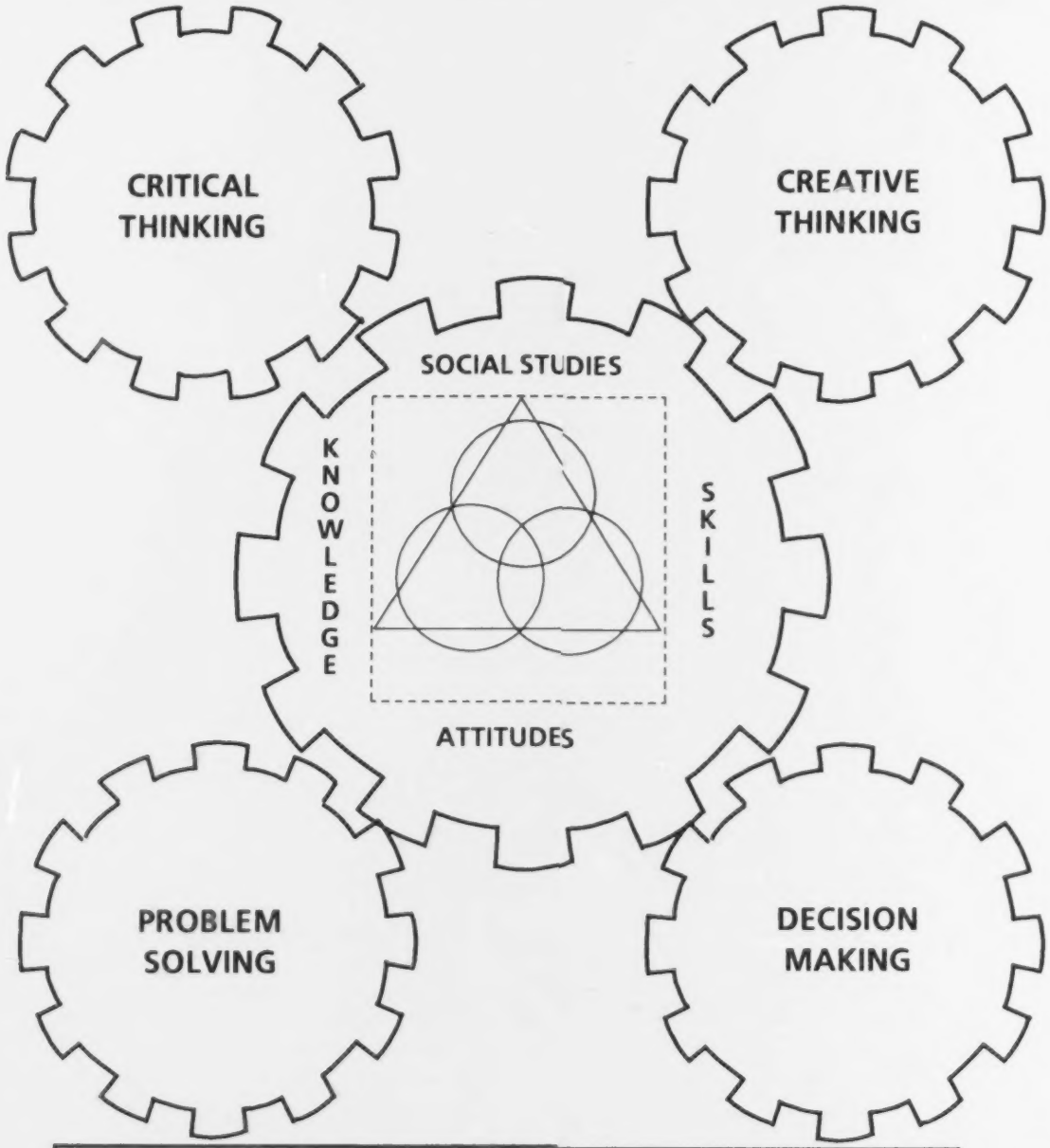
c. Provide various opportunities throughout the year for students to develop participation, communication and interpersonal skills through discussion activities.

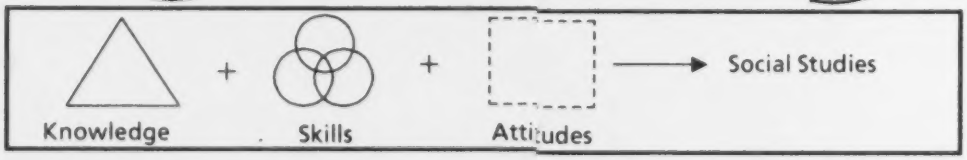
INQUIRY AND SOCIAL STUDIES SKILLS

Inquiry strategies are used to seek information about a question, a problem or an issue, and involve the use of process, communication and participation skills.

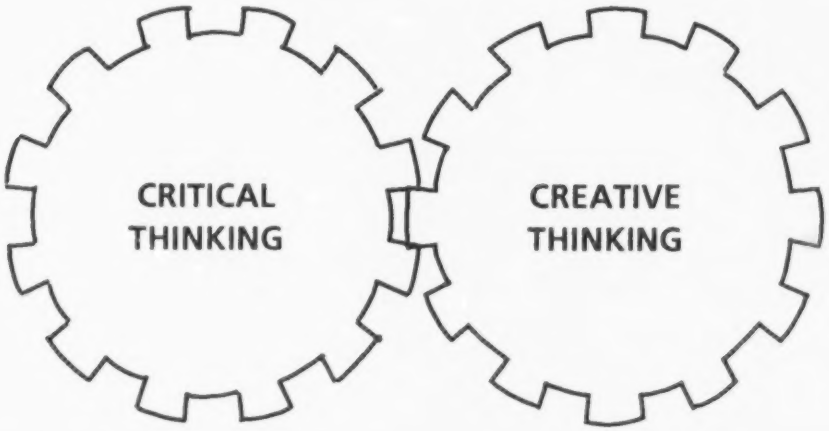

PROCESS SKILLS
Skills that enable one to acquire, evaluate and use information and ideas:
- locating, interpreting, organizing
- analyzing, synthesizing, evaluating.
COMMUNICATION SKILLS
Skills that enable one to present information and ideas through oral, visual and written expression.
PARTICIPATION SKILLS
Skills that enable one to interact with others, and involve:
- interpersonal relations
- group participation
- social and political participation.

LINKING SOCIAL STUDIES AND THINKING





THINKING STRATEGIES



CRITICAL THINKING

Critical thinking is the process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of strategies each of which to some degree combines analysis and evaluation.

CREATIVE THINKING

Creative thinking is the process of producing novel and insightful approaches and ideas.

(Critical and creative thinking are not viewed as mutually exclusive but, rather, as complementaries.)

CRITICAL THINKING	CREATIVE THINKING
Distinguish between facts and values Determine the reliability of information Determine the accuracy of information Distinguish relevant from irrelevant information Detect bias, stereotyping, clichés and propaganda Identify assumptions Identify ambiguous statements Recognize inconsistencies in a line of reasoning Determine strength of an argument Consider and assess a variety of alternatives before forming an opinion or making a decision.	Reassess ideas and approaches Identify new ways of doing things Combine the best from the old and the new Organize ideas in new ways Express thoughts and feelings in original ways.

TEACHING A THINKING STRATEGY

Alley and Deshler's approach to teaching thinking strategies uses the instructional steps outlined below:

TESTING students on a task that requires the use of the strategy to be taught. The results are discussed with each student, emphasizing individual strategy deficiencies.

DESCRIBING the steps involved in the target strategy to students. Details include specific appropriate behaviours, their sequence and ways in which the strategy could assist students.

MODELLING the strategy for students. Teachers should think aloud so students can follow every process involved in the strategy.

ASKING students to rehearse verbally.

PRACTISING THE STRATEGY with students through controlled activities/materials.

PROVIDING TEACHER FEEDBACK.

USING GRADE-APPROPRIATE ACTIVITIES to practise strategies.

PROVIDING POSITIVE AND CORRECTIVE FEEDBACK as students progress through practice material.

RETESTING STUDENTS to determine the extent of acquisition of the strategy. (Same test given in the first step using different materials.)

PROVIDING OPPORTUNITIES for students to apply and continue to develop the strategy.

Reference

Alley, Gordon and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods.* Love Publishing Co., 1979.

DE BONO'S TOOLS FOR TEACHING THINKING: CoRT

"Thinking is a skill, and like a skill, it can be developed and improved if one knows how."

– Edward de Bono

There are many proponents of direct teaching of thinking as a skill and Edward de Bono is one of the internationally recognized authorities in the field. He proposes a "tools method" whereby techniques for guiding the thinking processes are taught as discrete skills, practised in elementary contexts and later applied spontaneously and independently to real problems. The real life problems change but the tools remain applicable. A list of thinking tools follows.

PMI tool This tool reminds students to direct their attention to the **Plus** points first, then the **Minus** points and, finally, the **Interesting** points of a new idea, not just to a yes or no conclusion. Students must make an honest and thorough search in each direction. Once this thinking tool is learned, students will resort to its use spontaneously and independently in their problem-solving endeavours.

Example:
What would happen if we removed all the seats from city buses?

Plus	Minus	Interesting
• more passengers could be transported • it could then become less expensive to ride	• accidents could be disastrous! • bus travel would be uncomfortable	• human interaction would change • people in wheel chairs may appreciate change

Applied to real life problem-solving situations, a PMI can help individuals to clarify and help arrive at answers to such questions as:

- Should I quit school?
- Should I move to a larger centre?
- Should I take a part-time job?
- Should our school adopt uniforms as the standard dress for all students?

C and S (Consequences and Sequels):

- listing the immediate, short-term and long-term effects of a choice to help make a decision.

CAF (Consider All Factors):

- brainstorming and listing everything that needs to be considered in thinking about a problem, formulating a plan, organizing the input and making a decision.

FIP (First Important Priorities)

- making and examining a list and priorizing items in the list.

AGO (Aims, Goals, Objectives)

- developing an action plan and/or making a decision by examining the desired outcomes.

APC (Alternatives, Possibilities, Choices)

- searching for alternatives and extending beyond the obvious in order to consider other possibilities and choices.

OPV (Other People's View)

- collecting, examining and considering the views of others.

These simple tools are the components of the first section of de Bono's program which is called CoRT (Cognitive Research Trust). These tools promote the making of a broader perceptual map; that is, how widely and deeply we see. For Integrated Occupational Program students, the following should be considered:

- make use of key visuals (e.g., charts, lists) to store the information and act as a permanent external memory in the problem-solving process
- provide opportunities for practice using these tools in meaningful and novel problem-solving contexts to promote transfer and spontaneous use
- discuss with students the most appropriate tool to use for a particular problem and have them substantiate the reason for their choice.

References

de Bono, Edward. "Beyond Critical Thinking", Curriculum Review, January/February 1986, pp. 13-16.

de Bono, Edward. "The Practical Teaching of Thinking Using the CoRT Method", Special Services in the School, Vol. 3 No. 1/2, Fall/Winter 1986, pp. 33-47.

CRITICAL/CREATIVE THINKING STRATEGIES

The intent of teaching process skills and inquiry strategies is to increase student metacognition; that is, their awareness of personal thought processes.

The social studies program is designed to facilitate student recognition and application of various process skills and inquiry strategies.

Teachers are encouraged to reinforce process skills and inquiry strategies in every subject of the Integrated Occupational Program through cooperative planning. A teaching strategy may involve the introduction and application of the semantic webbing strategy in the social studies class. Other I.O.P. teachers could incorporate semantic webbing during appropriate lessons to fortify the strategy in other contexts. As a result of cooperative planning and reinforcement in a variety of contexts, students may recognize the transferability of process skills and inquiry strategies.

Critical and Creative Thinking Strategies are intended to structure process skills to encourage further development of students':

- awareness of individual learning patterns
- repertoires of thinking strategies
- applications of a variety of thinking strategies.

Five Critical and Creative Thinking Strategies are recommended for use in the Integrated Occupational Program. They are: Brainstorming (Fluency), Mind Mapping, Semantic Webbing, Lateral Thinking and Movies of the Mind.

BRAINSTORMING (FLUENCY)

Brainstorming or fluency activities generate creative thinking because the free flow of ideas is not hindered by assessment. Students are encouraged to verbalize, write or demonstrate all their ideas about a concept, word and/or event. Fluency activities may be used to:

- introduce a new unit
- .eview previously learned knowledge
- explore feelings and emotions
- initiate a community partnership activity.

Classroom fluency activities contribute to increased individual creativity and may also:

- increase student self-esteem (all ideas are accepted)
- motivate students
- enhance classroom cohesiveness.

Teachers may wish to incorporate qualifiers to provide an achievable goal (e.g., list 20 items that. . . .)

The following suggestions may prove useful to introduce and apply fluency:

1. List the names of all the birds you know. Special recognition will be given to the student who lists the largest number, who lists an extinct bird and/or who lists a bird others fail to identify.

2. Tell me what you know about Canadian medical services and I/we will summarize your comments on the overhead.

3. Organize yourselves into groups of three and make a group list of uses of a square shape.

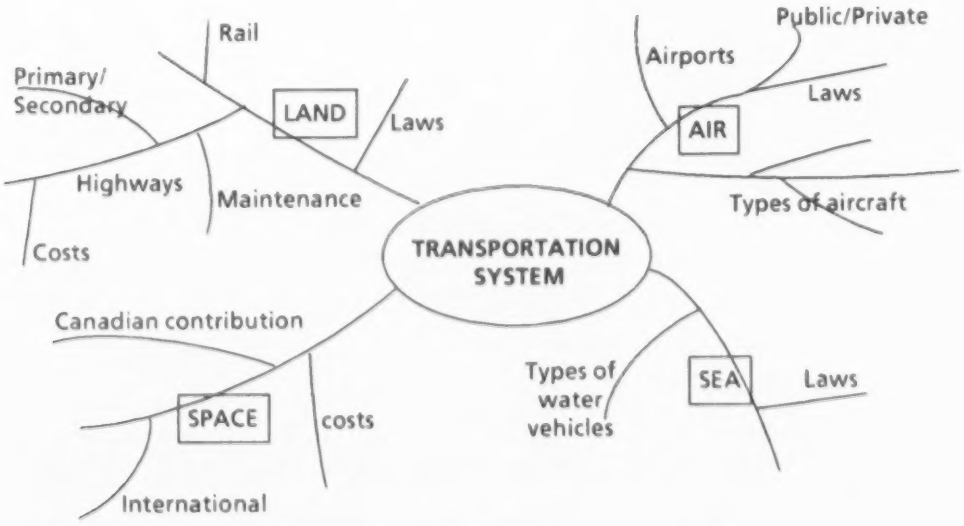
4. We have been calculating wages in math class. Where can we go in the community to learn more about wages, salaries and other employee financial arrangements?

MIND MAPPING

Mind mapping is similar to fluency as free thinking is encouraged and all ideas are accepted; however, structure, commonly in the form of categorizing, is incorporated in the mind mapping thinking strategy. Mind mapping encourages students to create a diagram displaying the ideas emerging from the thinking process. This strategy may be used to:

- recall and/or store personal information
- explore new vocabulary, concepts or issues
- develop a set of ideas expanding upon a main topic as a prewriting activity
- organize ideas from a fluency activity
- store, recall, organize, imagine and analyze information
- examine current events issues.

The diagram below illustrates the use/structure of the mind mapping strategy by exploring a concept in preparation for writing, discussing and/or presenting. Mind mapping may also be used to review terms, concepts, etc.



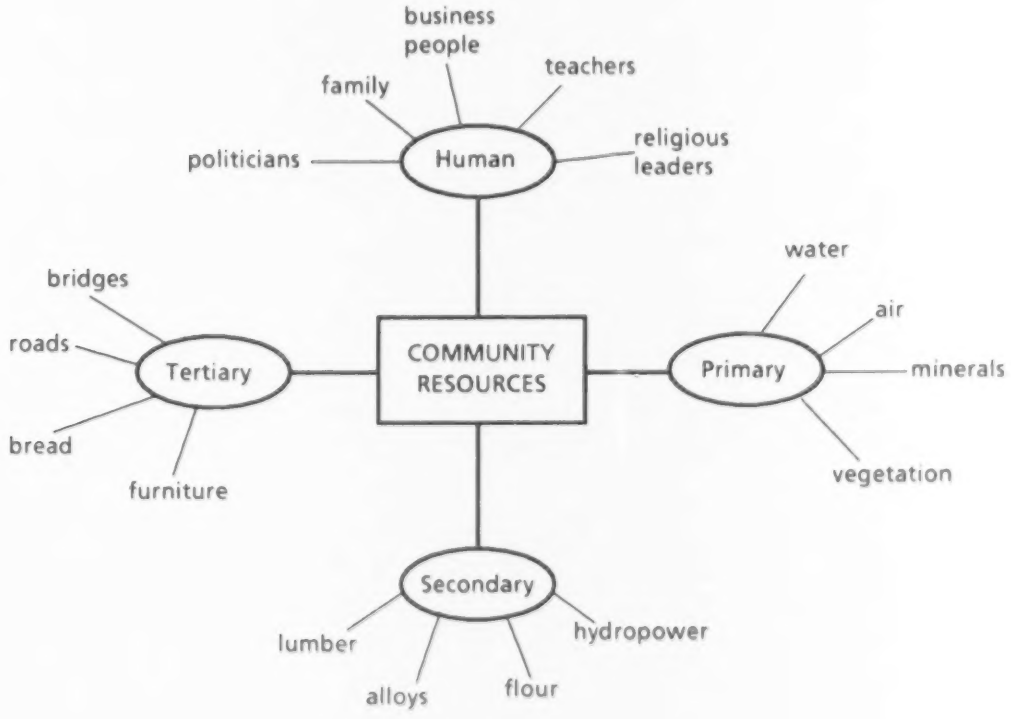
Depending upon the abilities of students, teachers may wish to extend the categories represented by each "arm" of the map. Referring to the previous example, extension categories may include "land", "water", "air", "outerspace", etc.

SEMANTIC WEBBING

Semantic webbing is also intended to expand student knowledge and application of critical and creative thinking. Similar to mind mapping, ideas relate to a central concept. Semantic webbing, however, involves further structure to enable students to complete a variety of activities including:

- reviewing subject material for a test
- outlining processes in planning activities
- connecting new information to old knowledge
- outlining the setting, the main characters, and/or the conflicts of a current affairs item
- illustrating parts of a piece of equipment.

A diagram of a semantic web using "Community Resources" as the main idea follows. A semantic web may serve to initiate further exploration of each detail and/or sub-detail. To illustrate, "Secondary" could become the main idea in a new configuration which may investigate details and sub-details of secondary resources.



LATERAL THINKING

A lateral thinking strategy may be used to solve a problem by adopting a different method of attack rather than extending the current method. The concept of "bigger and better" opposes the lateral thinking objective. To illustrate, increasing the financial support for social services may not necessarily increase the quality of care; increasing technology may not necessarily increase quality of life and employment opportunities; increasing the number of highways may not be the ideal way to solve transportation problems.

Lateral thinking may prove to be challenging as the individual is required to alter an often deeply ingrained mind-set – that "bigger is better".

Teachers are encouraged to initiate the learning of lateral thinking using fairly simple concepts such as asking students to think of everything with:

	Sample Responses	
	CONVENTIONAL	**UNCONVENTIONAL**
• wheels	bicycles	watches
• a triangular shape	Christmas trees	cones on the retina of the eye
• gills	goldfish	human embryos
• the letter "z"	zebras	scrabble games

Students' lists may initially contain conventional responses (bicycles, Christmas trees, goldfish, zebra) and with practice will include a variety of unconventional responses (watches, cones on the retina of the eye, human embryos, scrabble games). A variety of similar activities will assist in expanding students' mind-sets.

Subject related examples of lateral thinking may include:

- Mathematics: when/where is the fraction $\frac{1}{4}$ used?
  - quarter time in music
  - quarter of an hour
  - quarter percent in interest rates
  - quarterhorse
  - quarterback
  - quarter of one dollar.

- Practical Arts: cooking – If the stove fails to function, how can we cook?
  - a barbecue
  - a campfire
  - a heated rock
  - a car manifold
  - a microwave oven.

MOVIES OF THE MIND

The movies of the mind thinking strategy states that learning will increase when connections are made between the cognitive and affective domains, and involves imagining and/or picturing something in the mind. When possible, concepts are to be taught in reference to emotions and/or the five senses. Students are encouraged to recall and/or imagine a word, concept or issue, to display the information in their minds as if it were a movie and to recall or associate feelings/sensations with the events of the movie.

Movies of the mind provide opportunities for:

- deeply stored information to surface, and
- students to transfer and/or connect old knowledge to new information.

To connect old and new knowledge for greater understanding, students may be asked to imagine a movie of the mind of when they studied bacteria growth on various substances in science. While the movie is "playing", students would recall the smells, sights, sounds, tastes and feelings they may have experienced at that time. (Imagining the affective domain will often increase cognitive recollection.) A lesson on bacteria, one-celled organisms, infections, diseases or other related topics would follow and students would build new information upon old, recalled knowledge.

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SEMANTIC WEBS AND MAPS

A semantic web or map is a graphic display of the relationship between major and minor ideas. A basic web consists of a core question or concept, and a network of nodes or strands which, taken together, display the relationship of the whole to the parts and the parts to the whole.

The use of semantic webbing for students with reading and writing difficulties may:
- serve as a graphic advance organizer, assisting students to process new information as they read
- help plan original discourse
- assist students to construct a model for organizing and integrating information.

The teacher may use webbing as a diagnostic tool by determining:
- the information students derive from a reading
- the limits of individual student's capabilities to construct categories and relationships.

The semantic webbing strategy will prove useful:

- As a pre-reading activity:
  - students can brainstorm and make predictions about the reading
  - an advance organizer, to introduce new/difficult vocabulary. The web or map may be constructed on the chalkboard and partially completed prior to the activity.

- As an activity during reading:
  - the teacher partially constructs a descriptive or expository web and distributes this to the students. The students complete the web as they read, verifying from the text reasons for their selections. As they locate explicit and implicit text clues, these are written in the boxed nodes or strands.

- As an activity after reading:
  - students can modify/correct a pre-reading web to verify and extend their knowledge.

- As a prewriting planning activity:
  - students may use a semantic web to initiate a writing assignment.

The purpose of the activity will dictate when and how semantic webbing and mapping strategies will be used. The following suggestions may prove useful.

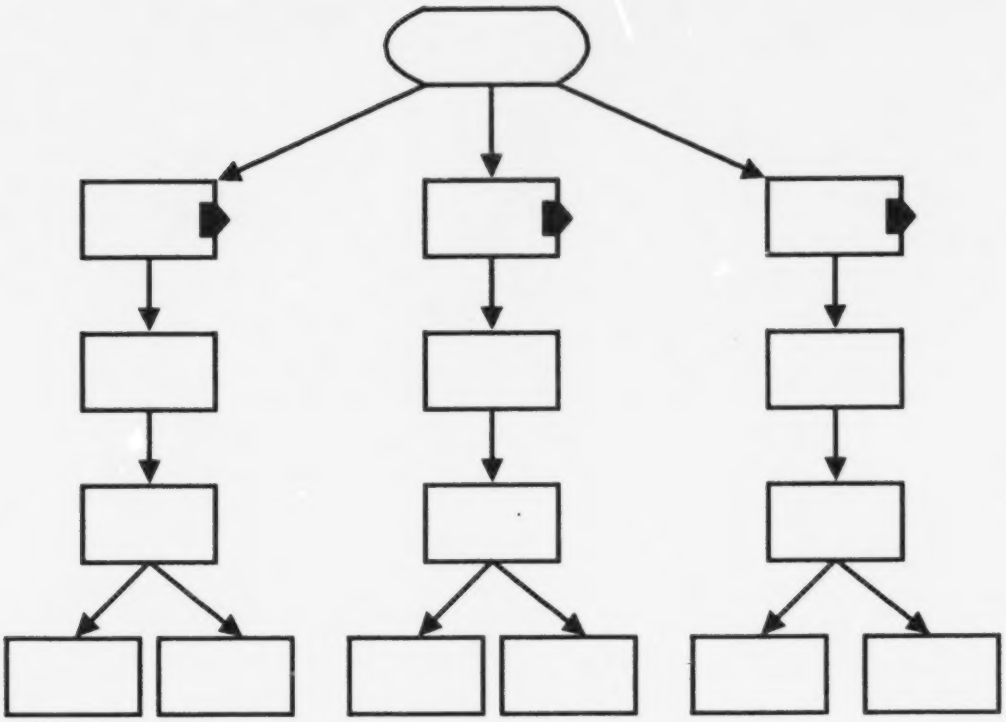
- To determine knowledge before studying a unit.

- To organize ideas in preparation for reporting a current news event.

- To plan a community partnership activity.

- To review knowledge after completing a unit and prior to an examination.

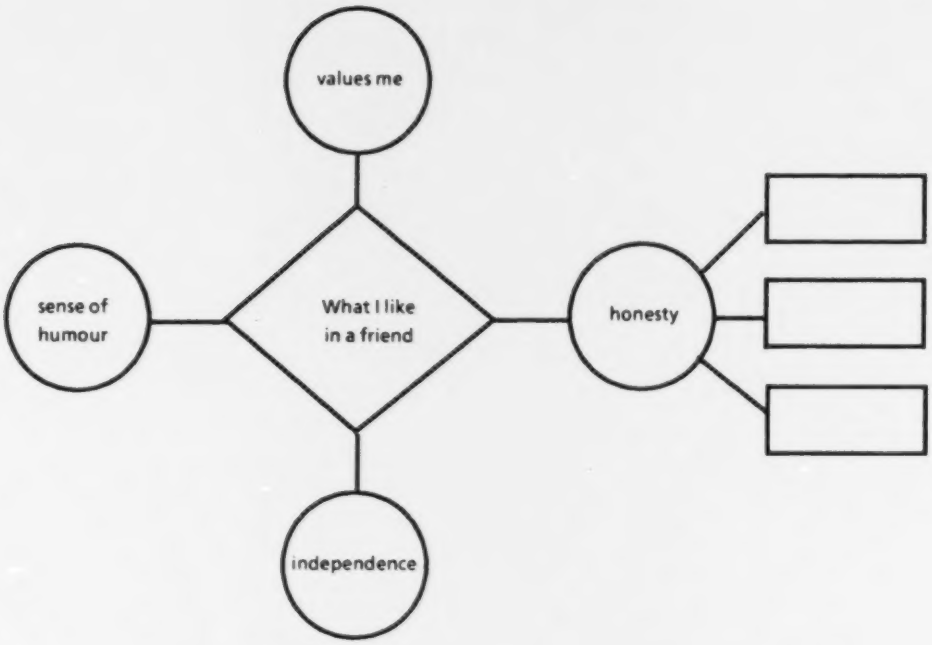
NARRATIVE SEQUENTIAL MAP
(time order)



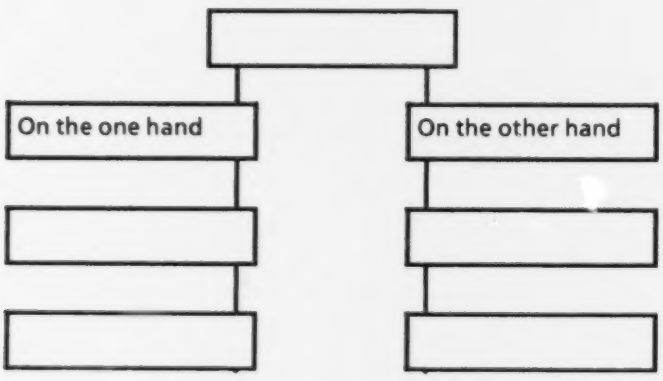
This "map" configuration may be used to visually display:

- the steps in following instructions (e.g., following a recipe)
- the chronological order of a sequence of events (e.g., reporting an accident, a news event, an event in history).

DESCRIPTIVE OR THEMATIC WEB



COMPARATIVE AND CONTRASTIVE WEB



INQUIRY MODELS

A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

Define a question/problem

Develop questions or hypotheses to guide research

Gather, organize and interpret information

Develop a conclusion/solution

A MODEL FOR MAKING DECISIONS

Identify an issue

Identify possible alternatives

Devise a plan for research

Gather, organize and interpret information

Evaluate the alternatives, using collected information

Make a decision, plan or take action on the decision (if desirable and feasible)

Evaluate the action plan and decision-making process

INQUIRY PROCESS MODEL (1981)

Identify and focus on the issue

Establish research questions and procedures

Gather and organize data

Analyze and evaluate data

Synthesize data

Resolve the issue (postpone taking action)

Apply the decision

Evaluate the decision, the process and (where pertinent) the action

SAMPLE: A MODEL FOR MAKING DECISIONS

IDENTIFY AN ISSUE

- Clarify the question/problem
  - What are the elements of the issue and how are they connected?
  - What are the related questions or issues?
  - What values are involved?
  - What value positions can be identified?

- Review what is already known about the issue
  - What is known? Unknown?

- Make the issue manageable
  - Limit the issue to specific area or focus.

IDENTIFY POSSIBLE ALTERNATIVES

- What are the choices?
- What points of view are involved?
- Are there rules, laws and principles to consider? What are these?

DEVISE A PLAN FOR RESEARCH

- List questions that need to be answered.
  - What are we looking for?
  - What is the cause?
  - Who or what is involved or affected?
  - Who is making what arguments?
  - How should key terms be defined?
  - What information is needed?
  - What will happen if nothing is done?

- Identify sources and location of information.
  (print, non-print, interviews, surveys)

GATHER, ORGANIZE AND INTERPRET INFORMATION

- Locating/Interpreting/Organizing
  - Acquire information to find answers to questions through listening, viewing, reading and using community resources.
  - Differentiate between main and related ideas.
  - Identify points of view expressed in cartoons, pictures, photographs.
  - Identify relationships among variables within charts, graphs and tables.
  - Identify and critically evaluate the relationships among the purpose, message and intended audience of visual communications.

- Read and interpret maps.
- Make notes (point form, webbing) that outline the main and related ideas while reading, listening and observing.

EVALUATE THE ALTERNATIVES USING GATHERED INFORMATION

- Analyzing/Synthesizing/Evaluating
  - Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
  - Draw conclusions. Determine values underlying a position.
  - Categorize information to develop concepts.
  - Make generalizations by stating relationships among concepts.

- Determine the possible consequences of each alternative.
  - What are the pros and cons of the alternative?
  - What are the costs and benefits of the alternative?
  - What side-effects may result?

MAKE A DECISION; PLAN OR TAKE ACTION CONSISTENT WITH THE DECISION (IF DESIRABLE AND FEASIBLE)

- Select the best alternative
  - Consider the feasibility and desirability of each alternative by establishing priorities.

- Make a decision
  - Identify the basis of the decision.

- Procedures
  - Create a plan of action to apply the decision. (What are the steps of the action plan?)
  - Apply the plan.

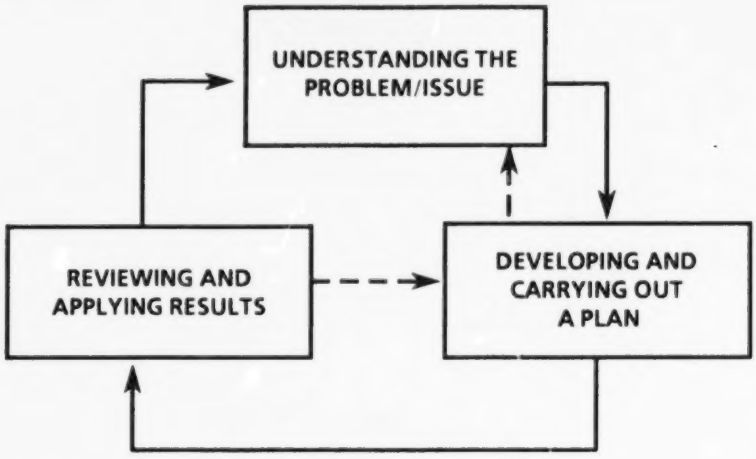
EVALUATE THE ACTION PLAN AND THE DECISION-MAKING PROCESS

- Does the plan and process resolve the issue?
- What will constitute success?
- How will the results be evaluated?
- Can the decision be reversed if necessary?
- How would you like the decision applied to yourself?
- How does the decision consider the rights of others?

Note: These procedures should not be applied in rigid, lock-step sequence.

A PROBLEM-SOLVING/DECISION-MAKING FRAMEWORK FOR I.O.P.

The problem-solving/decision-making framework outlined should not be interpreted as a model consisting of fixed and rigid stages and strategies. Its use will depend on individual problems and individual students. Students may not always use each stage of the model and will select only those strategies that are appropriate to the concern or problem. Students should recognize problem solving/decision making as a series of interrelated actions that lead to a solution.



The following guidelines may be of assistance in planning effective problem-solving/decision-making activities.

- Share the framework and strategies with all students.
- Encourage students to be creative and experimental in their approach to problem solving/ decision making. The strategies in problem solving and decision making, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.
- Present problem-solving/decision-making activities either in context and/or in a skills-focussed sub-unit as determined by student needs and abilities. Ensure that issues and problems are relevant to student interest and experience, and that the cognitive demands of the issue/ problem correlate with developmental levels of the student.
- Modify and vary the approach to problem solving/decision making to ensure that appropriate interest, participation, and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem. Past experiences or present attitudes, however, may prevent some students from accepting this challenge.

UNDERSTANDING THE PROBLEM/ISSUE

During this stage, students are encouraged to think about the problem before attempting a solution. The teacher may ask questions and suggest strategies to focus attention on information and conditions of the problem.

Problem-solving strategies used in this stage include:

- knowing the meaning of all words in the problem
- identifying key words
- looking for patterns
- identifying given and needed information
- identifying extraneous information
- restating the problem in one's own words
- asking questions
- drawing pictures/diagrams
- using concrete manipulatives
- interpreting pictures/charts/graphs.

DEVELOPING AND CARRYING OUT A PLAN

In this stage, students should plan strategies for solving the problem and then use these strategies to actually solve the problem. When planning strategies, students should look for various methods of solving the problem. It should be emphasized that there are many strategies that can be used effectively to solve the problem. Once appropriate strategies have been planned, the student "carries out the plan" to arrive at a solution.

Strategies used in this stage of the process include:

- guessing and checking (improving the guess)
- choosing and sequencing the operations needed
- acting out or simulating the problem
- applying patterns
- using a simpler problem (making an analogy)
- collecting and organizing data into diagrams, number lines, charts, tables, pictures, graphs or models
- experimenting through the use of manipulatives
- breaking the problem down into smaller parts
- working backward
- using logic or reason
- estimating the answer
- documenting the process used
- working with care
- working in a group situation where ideas are shared.

REVIEWING AND APPLYING RESULTS

This stage encourages students to assess the effectiveness of their solution and to consider the accuracy of their results. Answers should be related to the question in the problem to verify that the problem has indeed been solved. Evaluation of the strategies used increases awareness of their appropriateness and of other strategies that might have been used. Reflection on the process used should encourage students to generalize and apply the strategies to related situations.

Strategies in this stage of the process include:

- stating an answer to the problem
- restating the problem with the answer
- explaining the answer
- determining if the answer is reasonable
- discussing process used and applying it to other problems
- discussing other ways to solve the problem
- checking the answer
- making and solving similar problems
- considering the possibility of other answers.

EXTERNAL VERSUS INTERNAL LOCUS OF CONTROL

INTRODUCTION

Locus of control theory is concerned with an individual's belief about the contingencies of personal behaviour. An external locus of control – that is, a belief that luck, chance, fate, or the whims of "powerful others" determine the outcomes of personal actions – is typically manifested by low achieving students and is significantly related to achievement behaviours, job success and career maturity. Locus of control orientation is amenable to change through various instructional and counselling interventions, such as life skills courses, instruction in goal setting and decision making, group discussions that explain the concept of locus of control and its personal implications, and teacher talk which places emphasis on the relationship between student performance and subsequent outcomes (e.g., "We won the game! All that practice and fitness training paid off in the end." or "You can be proud of your mark in social studies. Completing assignments, participating in class and studying for examinations this term have made a difference."). Encourage students to accept responsibility for the outcomes of their personal behaviour, and to move toward a more internal locus of control.

Distribute or read to students the questions from the "Locus of Control" sheets on the following pages. Provide adequate time for students to respond yes/no to each question. Remind students that answers are neither correct nor incorrect and to respond honestly.

Scoring Procedure

Distribute or read the scoring sheet. Have students award themselves 3 points if their response is the same as the response on the scoring sheet. Students receive 1 point if their response is dissimilar to the response on the scoring sheet.

e.g,. Question 1: A student who responds to question 1 with "yes" receives 3 points; a student who responds with "no" receives 1 point.

Interpreting Scores

120 – 100 external locus of control
60 – 40 internal locus of control

The student who answers a majority of the questions the same as the responses provided is external. Extreme scores in either direction (i.e., too external or too internal) may be cause for discussion with students. Sometimes, it is appropriate to believe in plain bad luck or fate in order to cope and accept life's circumstances. Accepting personal responsibility for one's attitudes/behaviours to these unfortunate occurrences is a key to maturity.

For permission to reprint copyrighted material, grateful acknowledgement is made to the authors, Stephen Nowicki, Jr. and Bonnie R. Strickland, 1973.

Locus of Control Score Sheet

1.	Y	11.	Y	21.	Y	31.	Y
2.	N	12.	Y	22.	N	32.	N
3.	Y	13.	N	23.	Y	33.	Y
4.	N	14.	Y	24.	Y	34.	N
5.	Y	15.	N	25.	N	35.	Y
6.	N	16.	Y	26.	N	36.	Y
7.	Y	17.	Y	27.	Y	37.	Y
8.	Y	18.	Y	28.	N	38.	Y
9.	N	19.	Y	29.	Y	39.	Y
10.	Y	20.	N	30.	N	40.	N

Scoring: 3 points if a student responds according to the score sheet.
1 point if a student does not respond according to the score sheet.

Note: The higher the score, the more externally motivated the student.

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LOCUS OF CONTROL: STUDENT FORM

INSTRUCTIONS: Answer [illegible] to the following questions and place your response in the 'answer' column.

	Item	Answer	Points
1.	Do you believe that most problems will solve themselves if you just don't fool with them?	_____	_____
2.	Do you believe that you can stop yourself from catching a cold?	_____	_____
3.	Are some kids just born lucky?	_____	_____
4.	Most of the time do you feel that getting good grades means a great deal to you?	_____	_____
5.	Are you often blamed for things that just aren't your fault?	_____	_____
6.	Do you believe that if somebody studies hard enough he or she can pass any subject?	_____	_____
7.	Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	_____	_____
8.	Do you feel that if things start out well in the morning it's going to be a good day no matter what you do?	_____	_____
9.	Do you feel that most of the time parents listen to what their children have to say?	_____	_____
10.	Do you believe that wishing can make good things happen?	_____	_____
11.	When you are punished, does it usually seem it's for no good reason at all?	_____	_____
12.	Most of the time do you find it hard to change a friend's opinion (mind)?	_____	_____
13.	Do you think that cheering more than luck helps a team to win?	_____	_____
14.	Do you feel that it's nearly impossible to change your parent's mind about anything?	_____	_____
15.	Do you believe that your parents should allow you to make most of your own decisions?	_____	_____
16.	Do you feel that when you do something wrong there's very little you can do to make it right?	_____	_____

	Item	Answer	Points
17.	Do you believe that most kids are just born good at sports?	_____	_____
18.	Are most of the other kids your age stronger than you are?	_____	_____
19.	Do you feel that one of the best ways to handle most problems is just not to think about them?	_____	_____
20.	Do you feel that you have a lot of choice in deciding who your friends are?	_____	_____
21.	If you find a four leaf clover do you believe that it might bring you good luck?	_____	_____
22.	Do you often feel that whether or not you do your homework has much to do with what kind of grades you get?	_____	_____
23.	Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?	_____	_____
24.	Have you ever had a good luck charm?	_____	_____
25.	Do you believe that whether or not people like you depends on how you act?	_____	_____
26.	Will your parents usually help you if you ask them to?	_____	_____
27.	Have you felt that when people were mean to you it was usually for no reason at all?	_____	_____
28.	Most of the time, do you feel that you can change what might happen tomorrow by what you do today?	_____	_____
29.	Do you believe that when bad things are going to happen they are going to happen no matter what you try to do to stop them?	_____	_____
30.	Do you think that kids can get their own way if they just keep trying?	_____	_____
31.	Most of the time do you find it useless to try to get your own way at home?	_____	_____
32.	Do you feel that when good things happen they happen because of hard work?	_____	_____

	Item	Answer	Points
33.	Do you feel that when somebody your age decides to be your enemy there's little you can do to change matters?	_____	_____
34.	Do you feel that it's easy to get friends to do what you want them to?	_____	_____
35.	Do you usually feel that you have little to say about what you get to eat at home?	_____	_____
36.	Do you feel that when someone doesn't like you there's little you can do about it?	_____	_____
37.	Do you usually feel that it's almost useless to try in school because most other students are just plain smarter than you are?	_____	_____
38.	Are you the kind of person who believes that planning ahead makes things turn out better?	_____	_____
39.	Most of the time, do you feel that you have little to say about what your family decides to do?	_____	_____
40.	Do you think it's better to be smart than to be lucky?	_____	_____

LOGICAL/NATURAL CONSEQUENCES VERSUS PUNISHMENT

Locus of control theory investigates the relationship between an individual's actions and resulting reinforcements. Many students harbour an **external** locus of control belief system, whereby they attribute rewards and/or successes to luck, fate, chance or the whims of powerful others. They may also be accepting of punishment as a consequence for mistakes and inappropriate behaviour. Students need to recognize that some consequences naturally or logically arise from their actions, and to develop the ability to distinguish these from punishment.

Some of the differences between logical consequences and punishment are outlined below:

LOGICAL/NATURAL CONSEQUENCE	VS	PUNISHMENT
Reality of the situation dominates: situation-centred		Power of the authority dominates: self-centred
Relates logically to the behaviour		Fails to relate logically to behaviour; arbitrary
Excludes elements of moral judgment: good or bad, right or wrong		Involves some moral judgment: usually bad or wrong
Deals with present and future		Deals only with the past
Teaches the child to be responsible for personal behaviour		Implies the adult is responsible for the child's behaviour
Develops inner discipline		Maintains outer discipline
Maintains positive atmosphere with adults		Perpetuates antagonistic atmosphere
Influences or leads the child toward more desirable behaviour; trains for the future		Forces the child to obey; usually only temporarily effective
Retains the child's self-esteem		Diminishes the child's self-esteem

SUGGESTED ACTIVITIES

1. Initiate a discussion guiding students to recognize and understand natural consequences.
2. Encourage students to share some common problems and to contribute their ideas as to the possible consequences.

3. Have students identify and categorize consequences to the following situations.

	NATURAL/LOGICAL CONSEQUENCE	PUNISHMENT
• sleeping in on a school day • overeating junk food • failing to brush/floss teeth • failing to complete homework • borrowing sister's/ brother's sweater without permission • failing to complete a household chore		

4. Encourage students to contribute situations to categorize.

5. Use questions to discuss the consequences which are most effective in guiding the individual to accept responsibility for his or her behaviour and to curtail the inappropriate behaviour; e.g., does the consequence have to be severe/painful/expensive in order to be effective?

6. Discuss behaviour and consequences relative to specific areas in the school and the workplace; e.g., habitual lateness, disorganization, inappropriate clothing.

APPENDIX

COPYRIGHT ACKNOWLEDGEMENTS

Alberta Education wishes to thank the following authors, publishers and agents for granting permission to include copyrighted materials:

Mulcahy R., K. Marfo, and D. Peat for excerpts from SPELT: *A Strategies Programme for Effective Learning and Thinking*. SPELT International, Ltd., 1987.

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